ABSTRACT

The present study is aimed at exploring the influence of Organizational Role stress, Job Involvement and Personality Hardiness on employees' Job Burnout. Besides these the effects of demographic variables have also been examined.

Organizational Role Stress, Job Involvement, Personality Hardiness and demographic variables have been treated as independent variables while Job Burnout as the dependent variable.

The study has been performed through self-reported inventories. Organizational Role Stress Scale (Pareek, 1983); Job Involvement Scale (Lodahl & Kejner, 1965); Personality Hardiness Scale (Kobasa & Maddi, 1981) and Job Burnout Inventory (Maslach, 1981) have been employed to assess the dimensions of Organizational Role Stress, Job Involvement, Personality Hardiness and Job Burnout, respectively.

The study was conducted on a sample of 300 randomly selected teachers from various faculties of one of the Central Universities of our noble country.

To find out the effects of Organizational Role Stress, Job Involvement, Personality Hardiness and demographic variables on Job Burnout of subjects, the sample was categorised into three groups namely; Professors, Readers and Lecturers. The data have been computerised in terms of the mean, the standard deviation, the Mann-Whitney test of significance of difference, the co-efficient of correlation and Stepwise Multiple Regression analysis.

The following twenty three hypotheses were formulated and tested in the present investigation:
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 act 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 results indicate that first, second, seventh, eighth, ninth, twelfth, thirteenth, fourteenth, fifteenth and nineteenth hypotheses are partially confirmed. Third, fourth, fifth, sixth, tenth, eleventh, sixteenth, seventeenth, eighteenth, twenty first, twenty second and twenty third are completely confirmed. Hypothesis number twentieth has not confirmed either partially or completely.

The coefficient of correlation of Role Stress and its ten dimensions: Inter-Role Distance, Role Stagnation, Role Expectation Conflict, Role Overload, Role Erosion, Role Isolation, Personal Inadequacy, Self-Role Distance, Role Ambiguity and Resource Inadequacy have positive significant relationship with Emotional Exhaustion, Depersonalization and Personal Accomplishment.

Job Involvement has significant negative relationship with Depersonalization and significant positive relationship with Personal Accomplishment in case of Lecturers but it has positive significant relationship with Personal Accomplishment in case of Professors and Readers.

The relationship between Commitment, a dimension of Personality Hardiness has significantly negative relationship with Emotional Exhaustion and Depersonalization in case of Lecturers. Commitment has significant negative relationship with only Emotional Exhaustion in case of Readers. Commitment has significant negative relationship with Emotional Exhaustion and Depersonalization but significant positive relationship with Personal Accomplishment in case of Professors.

Challenge, a dimension of Personality Hardiness has significant negative relationship with Emotional Exhaustion in case of Lecturers. It has no significant relationship with any burnout component in case of Readers. Challenge has significant negative relationship with Emotional Exhaustion and Depersonalization in case of Professors.

Control has significant negative relationship with Emotional Exhaustion in case of Lecturers. In case of Readers and Professors it has significant negative relationship with Emotional Exhaustion but positive relationship with Personal Accomplishment.

In addition to this Mann-Whitney Test of significance of difference was applied. The obtained results indicate that Lecturers are significantly different on Age, Tenure, Inter-Role Distance, Role Stagnation, Role Erosion, Role Overload, Role Isolation, Personal Inadequacy, Self-Role Distance, Role ambiguity, Resource Inadequacy and Total ORS from Professors. Lecturers are not found to be
significantly different on Resource Inadequacy, Role Expectation Conflict, Role Overload and Role Stagnation from Readers.

Lecturers are found to be significantly different on their level of Job Involvement from Professors and Readers. Lecturers are found to be less involved than their two counterparts.

Lecturers are not significantly different on their level of Personality Hardiness from Professors and Readers. They are found to be significantly different on Emotional Exhaustion from Professors and Readers.

Readers are not significantly different on age and tenure from Professors. Readers have significantly high scores on Role Erosion, Role Overload, Self-Role Distance, Resource Inadequacy and Total ORS from Professors. They are not significantly different on Job Involvement, Personality Hardiness and Burnout from Professors.

Stepwise Multiple Regression analysis suggests that Total ORS, Role Overload, Role Isolation, Role Erosion and Commitment act as significant predictors of Emotional Exhaustion of Lecturers. Commitment, Total Personality Hardiness, Resource Inadequacy, Role Isolation and Role overload act as significant predictors of Depersonalization. Role Erosion and Role Ambiguity act as significant predictors of Personal Accomplishment in case of Lecturers.

Emotional Exhaustion is strongly predicted by Total ORS, Role Overload, Job Involvement, Role Ambiguity, Inter-Role Distance, Control and Role expectation Conflict of Readers. Depersonalization is strongly predicted by Role ambiguity, Inter-Role Distance and Self-Role Distance of Readers. Personal Accomplishment is strongly predicted by Job Involvement, Control and Role Erosion of Readers.

Total ORS, Role Ambiguity, Role Overload, Total Personality Hardiness and Role Isolation are found to be significant predictors of Emotional Exhaustion among Professors. Commitment is found to be a significant predictor of Depersonalization among Professors. Job Involvement and Role Erosion are found to be significant predictors of Personal Accomplishment among Professors.

The above findings of the study make us to conclude the following facts:

(1) Organizational Role Stress resulting from various role dimensions impairs the level of Burnout of the teachers.

(2) Job Involvement has somewhat resisting effect on Burnout of teachers.

(3) Personality Hardiness has mediating effects in reducing the level of Burnout of teachers.

(4) Organizational Role Stress seems to be the most powerful predictor of emotional Exhaustion.
The findings of the present study may be helpful for educational and other human service organizations. The authorities of such organization must try to keep employees free from various stressors found in their roles to obtain better performance and health of the employees as well as achieving higher goals for the organization. If the educational institution functions effectively, the development of society is also facilitated.