CHAPTER-I
INTRODUCTION

It is increasingly being realized that the effective and efficient functioning of any organization depend primarily on the quality and commitment of its human resources. The same applies for the school system. The core transaction of formal education takes place where teachers and students meet. But although books and articles instructing teachers on how they should teach and behave in class are legion, empirical studies of the outlook and ethos of teachers as a group are rare.

The sociology of teachings is of comparatively recent growth and has yet to emerge as a coherent and systematic field of enquiry. Many sociologist, following the earlier leads of psychologist have made the investigations primarily child-centered and the teachers has been virtually ignored. The teacher is as important as the child in the educative process and there is need for systematic study of the problems and concerns of teachers.

The work of a teacher is physically and mentally challenging. A teacher needs to use a lot of energy in his daily chores in the classroom coupled with his personal and family commitments. This trend, which is a routine for a teacher forwards a lot of strain and stress to them.

The problem of the teacher may be compounded by the school culture and climate. A teacher’s activities may be subjected to critical scrutiny by administrators, colleagues, parents and students. This also mounts a serious pressure on the teacher. One can simply say that the task of a teacher is enormous.

In an attempt to survive, a teacher may struggle to handle many tasks at a time. Even though unable to balance his burden, he may try to move on. The pressure, at times becomes so heavy that he becomes exhausted, emaciated, defensive and offensive. This condition of a teacher is known as burnout.
Recently, however, teacher and their problems have been attracting a great deal of attention in the west, especially in the USA. ‘Teacher stress and burnout’ have become topic of public and professional concern. Newspapers, magazines, T.V. shows have been carrying items and stories on teacher burnout.

In the 1979, National Education Association ‘Nation wide Teacher Opinion Poll’, one-third of the teachers surveyed said that if they were starting all over again they would not choose to become teacher. In addition, only 60% of teachers reported that they planned to remain in the teaching profession until retirement – and this, inspite of the rising un-employment and recession in USA. Studies have revealed that 10-20% of teachers in U.S.A. are affected by burnout. Mark and Anderson (1978) found that only 59% of teachers last more than four years in the classrooms. It is also notable that a substantial proportion of teachers 41% in New York and 56.7% in Chicago reported physical and/or mental distress as a direct consequence of their work.

The phenomenon of burnout does not seem to be confined to American teachers alone. According to a study conducted by Stockholm University’s Institution of Psychology covering 4,000 teachers in the Greater Stockholm area, teaching in schools was so taxing psychologically that one out of our teachers was thinking of quitting. They had serious doubts about the meaning of their work and many had developed psychological problems.

Kahn (1978) found that lack of motivation among students was the major factor which caused stress to the teachers. Abrol (1990) revealed that intermediate college teachers to be suffering from interpersonal and psychological strains. Social support and cognitive coping strategies were used most frequently to overcome the strain. Starnaman (1992) carried out a study on the topic, “A Test of a Causal Model of Communication and Burnout in the Teaching Profession.” The Model indicates that teacher’s workload and
support from the principal influence the burnout, job satisfaction and occupational commitment. Kumar (2002) was drawn government and private school teachers from Haryana state only whereas the residential school teachers were drawn from Haryana, Punjab and Delhi. He found that the most of the teachers experienced low and medium level burnout.

In short, the impact of stress and burnout on the quality and consistency of education is easily imagined and is clearly serious. At the same time most teachers are still caring, involved in their work and perceive themselves and effective in their roles. There are many more who find a meaning in their work. Victor Frankal’s theory that an individual who finds a meaning in life can withstand any amount of stress, may help us to understand why some teachers in the same distressing conditions do not burnout.

1.1 BURNOUT

Burnout is a psychological term used for experience of long term exhaustion and diminishing interest in the work place. It is a state of emotional and physical exhaustion caused by excessive and prolonged stress. It can occur when one feel overwhelmed and is unable to meet constant demand as the stress continue, we begin to lose interest and motivation that lead us to take on a certain role in the first place. It reduces our productivity and saps our energy, leaving us increasingly hopeless, powerless, cynical and resentful.

Burnout in a concept, which was born in mid 1970s in the USA and with astonishing rapidly has become almost a ‘Catch Word’ to convey on almost unlimited variety of social and personal problems of American Workers.

There is some doubt about the true extent of the Burnout Syndrome because the word has become ubiquitous and is used in an extraordinarily wide variety of contexts. It is used as accusation against uncaring workers of undeserving, frustrated clients. It is also used as an excuse by some professionals for half-hearted efforts, as an indication to others of the need for
professional renewal, and as a motivation for still others to leave their field altogether. Burnout is used technically to describe a stress related syndrome that has circumscribed causes and symptoms, but is also used to describe a transient state of fatigue. Burnout is said to be caused by stress, yet is often used as a synonym for stress. Burnout is said to afflict only human service professionals, but has also been used to describe students, blue-collar workers, sportsmen and indeed, practically everyone. It appears in America as if each week, the media identifies yet another group of workers as burned out. The human service professionals, especially, have integrated the concept of burnout within their collective self image as workers.

Burnout is though more than a ‘hot topic’. It is a serious issue that affects the welfare of not only millions of human service workers but of their tens of millions of clients as well.

**Emergence of the Concept of Burnout**

Over the last few years burnout has become a ‘buzzword’ used to convey an almost unlimited variety of social and personal problems. Present interest in the area of grew out of the early work of Herbert Freudenberger and Christina Maslach. Their efforts and the work of others they stimulated led to the first conference on Burnout held in Philadelphia in Nov 1981.

Fredudenberger (1974, 1975) is usually given credit for first using the term ‘burnout’ in its present sense to denote a state of physical, emotional and attitudinal depletion resulting from conditions of work. He used it to characterize the psychological state of certain volunteers who worked with him at alternative health care agencies like free clinics for drug addicts. Within a few months of work, these young, idealistic men and women would begin to appear as more tired, depressed, apathetic and needy than clients for whom they were working. These symptoms were accompanied by guilt, paranoia and
a sense of omnipotence which made it difficult for them to cut back on their level of activity or involvement.

Freudenberger was trained as a psychoanalyst and is currently in private practice in New York. His model of burnout is based primarily on a paradigm that emphasizes the psychology of the individuals. His work relies on a case study approach and focuses on the psychological capabilities and vulnerabilities of individuals placed in stressful work situations. He has studied the individual dynamics of burnout – the psychological reasons why it occurs and the process by which it occur.

Maslach and Pines, On the other hand are both social psychologists by training. Maslach, from the University of California at Berkley was interested in problems of dehumanization and depersonalization. Before coming to the United States, Pines did research on stress for the Israeli army. This approached has been to study burnout from a more social-psychological, research-oriented perspective with a heavier focus on the relationship between environmental and individual factors. Working individually as well as collectively, using both questionnaires and interviews, they have collected date on several thousand workers across many types of human service jobs, thus providing an empirical basis for the study of burnout. Their work documented the presence of three control factors within the burnout syndrome i.e. ‘Emotional Exhaustion’, ‘Depersonalization’ and lack of ‘Personal Accomplishment’ and also explored the role of social support network as potential mediators of job stress. Thus their research examined the situational factors that contribute to the helper’s reactions.

There two perspective – the ‘clinical’ approach of Freudenberger and the ‘empirical’ approach of Maslach and Pines have complemented each other well. Findings based on each perspective have been mutually corroborative and together, they have generated a wealth of data and insight into the phenomenon of burnout.
However, despite a rapidly growing literature, there is still a notable lack of critical perspective on the field. Because the field is new, there have been relatively few opportunities for theorists, clinicians, researchers and consultants to collaborate, exchange views or criticize each other’s work. Progress in the field has also been hindered by the burden of a ‘Pop Psychology’ image.

Burnout, unlike stress, is the more ‘popular’ current concern. But aversive working conditions may produce a variety of stressful reactions of which burnout is but one, though severe form. There are many stress reactions of non-burnout variety and there should not be confused with burnout.

Burnout is the result not of stress per se, but of unmediated stress—of not being able to cope with the stress, having no outlet for it, no buffer, no support system, no compensation. Inability to cope may make the individual unable to maintain the enthusiasm, care and commitment he initially brought to the job and then the process of burnout begins.

**Defining Burnout:**

Subsequent definitions of burnout have been attributed to:

- “An individual’s response to chronic everyday stress rather than to occasional crisis” (Maslach, 1981)
- “A mismatch between what workers feel that are getting in return for their work and what they feel they are giving to others.” (Cherniss, 1980).
- “A work related syndrome that stems from an individual’s perception of a significant discrepancy between effort and reward.” (Farber, 1991).
- “A syndrome that emanates from an individual’s perception of unmet needs and unfulfilled expectations.” (Gold and Rath, 1993).

The variety of definitions by different researchers may be attributed to different approaches adopted by them for examining the phenomenon. Freudburger (1974) took a clinical approach and placed the entire phenomenon
of Burnout within a specific and social context where individuals paid a ‘high cost’ for high achievement.

Maslach (1982) presented a social-psychological approach with the picture of a burnout individual as one having ‘nothing to give’ and not caring any more. Charnis (1980) stressed on the organizational perspective among the three sources of Burnout viz., the individual, organizational and social level. Farber (1991) identified Burnout in relation to the individual perception of discrepancy between input and output being influenced by individual, organizational and social factors.

The common point in all these definitions are the individuals who have a feeling of inconsequality, that their work is endless and thankless as there is no recognition, no appreciation and no advancement. Researchers have shown burnout to be associated with poor physical health, emotional exhaustion and other essential symptoms like depression which have been most consistently linked with burnout, behavioural symptoms like unproductive work behaviour and negative interpersonal relation with clients, other colleagues and family members.

Although there are numerous definitions of Burnout, Maslach (1982) argued that three core aspects of Burnout were commonly included in all of them. These are:

- Emotional Exhaustion
- Depersonalization
- Feeling of low personal Accomplishment.

Often, the first sign of burnout is a feeling of being emotionally exhausted from one’s work. As emotional sources are depleted, workers feel that they are enabling to give of themselves both psychological and physically as they did earlier. Emotionally exhausted workers cope by becoming depersonalized with their colleagues and clients and putting a distance between
themselves and others. Thus, they develop a ‘de attached concern’, become cynical and feel callous towards other in the work place. A third aspect of Burnout is feeling of a low personal accomplishment. This refers to a tendency to evaluate negatively especially with regard to one’s work.

Maslach (1982) identified a number of conditions/characteristics of burnout or its effect which are as follows:

- A reaction of the nervous system to stress, leading to a variety of physical disease.
- A disruption of personal or professional life as a result of occupational stress.
- Destructive feeling of emotional stress as a result of ineffective coping.
- Low of concern and de attachment from those with whom you work.
- A clinical and dehumanized perception of clients accompanied by deterioration of quality of work.

**Maslach’s Conceptualization of Burnout**

Maslach (1986), defined burnout as a syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment that can occur among the individuals who do “People’s Work” of some kind. According to Maslach, staff members in human services and educational institutes are required to spend a lot of time in intense involvement with other people. Frequently, the staff client interaction focuses on the client problems and therefore charged with feeling of anger, fear, embarrassment or despair and since solutions for these problems are not easily obtained, the situation becomes more ambiguous and frustrating. This chronic stress can be emotionally draining for people and staff members who deal with clients under such circumstances and can lead to burnout.

The core aspect of burnout syndrome increased feeling of emotional ‘exhaustion’ caused by excessive psychological and emotional demands made
on people helping people. Use of word ‘exhaustion’ reflects an important underlying assumption of burnout researches namely that the burnout syndrome is most relevant for job holders whose work is very involving. Exhaustion presumes prior state of high arousal in contrast to tedium which might be experienced by jobholders whose job is monotonous or forcing (Jackson, Schwab and Schuler, 1986). As emotional sources are depleted workers feel that they are no longer to give to themselves at psychological level as they were earlier. When asked to describe how they feel, emotionally exhausted person might say feel drained or used up that they are at the end of their rope and physically fatigued. For those who were once enthusiastic about their job and idealistic about what they could accomplish, feeling of emotional exhaustion might come somewhat unexpectedly. However, their principal or co-workers may perceive the emotional exhaustion as a natural response to working too hard (Jackson, Schwab and Schuler, 1986).

Another aspect of burnout syndrome is development of depersonalization i.e. negative cynical attitude and feelings about one’s client. These callous perceptions of other can lead staff members to view their client as somehow deserving of their troubles. They develop a detached concern, become cynical. Thus, it is way of distancing the self from clients, whose problems are perceived as stressful. According to Maslach, it occurs when the armour of detachment is so thick that no feeling gets through. With increase in detachment comes attitude of cold indifference to others needs and a callous disregard for their feelings. The provider may derogate other people and put them down, refuse to be civil and courteous to them, ignore their appeals and demands for fail to provide the appropriate help, care or service (Maslach, 1982).

In addition to emotional exhaustion and depersonalization, a third aspect of burnout is reduced personal accomplishment. This empirically derived component refers to the tendency to evaluate oneself negatively particularly
with regard to one’s work with one’s client and worker (teacher) feels unhappy with job and self.

Maslach and Jackson (1979) however caution that burnout is the degree to which professionals perceive themselves to be experiencing, the three phases and not a terminal state of being. Further, the phases are somewhat independent. There is no inevitable progression from phase one to phase three. All phases may be experienced simultaneously or one phase may be predominant at a particular time. The strength of these phases may also vary. Thus burnout is a relative status grounded in perceptions of emotional exhaustion, depersonalization and personal accomplishment rather than an absolute burnout status.

**Burnout and other Stresses:**

The concept of burnout is commonly confused with various stresses like teacher stress, role stress, job stress, depression and physician impairment etc.

- **Burnout and Stresses**

  ‘Burnout’ and ‘stress’ – the two concepts are often confused or equated. Though, these two are similar, they are not identical. Burnout is more often the result not of stress per se but of “unmediated stress” of being stressed and having no “out”, no support system (Farber, 1982). What is often overlooked is that stress can have both positive and negative effects – a fact that Selye noted in 1956. Stress occurs when there is a substantial imbalance (perceived or real) between emotional demand and the response capability of the individual. As the environmental demands increase or the response capability of the individual decreases, the likelihood of stress becoming a negative experience – and ultimately effecting a burned out state – becomes more probable.

  Burnout may be seen as the final step in the progression from active problem solving to submission and distortion. In short, burnout can be regarded as the final step in progression of unsuccessful attempts to cope with a variety
of negative stress conditions. Starrin, Larrson and Styrborn (1990) state…. “while stress and burnout are similar in many respect, stress does not necessarily have a negative effect on the individual, while burnout always does”.

- **Teacher Stress and Teacher Burnout**

  Many studies on teacher burnout have been equating stress with burnout. Stress is a reality of teaching which can be beneficial or harmful depending on how a person responds. For instance, an able challenging class can be stressful to teach. If efforts to meet student’s needs lead to increased teacher growth and satisfaction, the effects of stress are beneficial. If such efforts result in emotional and physical illness, the effects of stress are harmful and may eventually lead to burnout.

  A number of studies have been attempting to explain burnout by simply enumerating the many stresses teachers may encounter. The error is perhaps motivated partly by the desire for data. Since virtually no hard data on teacher burnout is available, data on teacher stress are often substituted. Secondly, it is due to the implicit and erroneous assumption that a stressed teacher inevitably becomes a burned out teacher (Faber, 1982).

  Farber (1983) points out several theories where certain stress reactions are referred to in terms that are quite similar to those in the description of burnout. For example, Heckman (1980) has noted four general types of strategy for coping with stress: (1) Explicit movement against the stressful factors such as aggression, attack, hostility; (2) movement away from the source of stress, such as avoidance, withdrawal, resignation, inaction or escape; (3) submission or collaborative movement toward the source of stress such as ingratiation or undue co-operation; and (4) distortion of the situation through traditional psychological mechanisms such as denial, displacement, reaction formation or intellectualization. In this context burnout may be seen as final step in the progression from active problem solving to anger and depletion (1 and 2) to
submission and distortion (3 and 4). When earlier steps in the progression fail to alleviate stress, more severe reactions like those seen commonly in burnout become manifest. Selye (1956, 1976) in his stage theory of stress ‘The General Adaptation Syndrome’ proposes three stages: (1) ‘Alarm reactions’, in which the body mobilizes forces to defend itself against stresses; (2) ‘Resistance’, in which a person is able to function in what appears to be a normal fashion; (3) ‘Exhaustion’, in which the cumulative effects of damaging stress have become too severe to allow for adaptation. The symptoms noted in the last stage are very similar to the symptoms of burnout.

Burnout, then can be regarded as the final step in the progression of unsuccessful attempts to cope with a variety of negative stress conditions.

It is, therefore, not surprising that both the popular press and the professional literature have often confused or equated stress with burnout, treating them as if they were inter-changeable terms. Such confusions ignore the myriad number of variables that mediate between stressful environmental conditions and subjective perception of being ‘burned out’, e.g. constitutional vulnerability to stress, cognitive appraisal of stressful events, personality type, other life events, and knowledge and availability of coping mechanisms including social support. These factors explain why there is considerable variance in the ways that individuals react to identical or nearly identical stress situations (Jenkins, 1979).

However, popular accounts of teacher burnout have opted not to explain the process of burnout, but rather to simply list its most observable and immediate precipitants, without taking into account the entire social psychological, political and historical context.

It is likely that teacher burnout has always been around, masquerading in the past under labels like job-dissatisfaction, job-anxiety and worker alienation. Even in 1932, Walter described how community pressures, the need
for constant vigilance to control larger number of students in classes, and loneliness and isolation could all combine to reduce a teacher’s morale.

Stress and burnout in teachers, then are not new phenomena. What is new is that burned out teachers have become more vocal and visible and for many of them burnout is no longer a term of opprobrium but rather a symbol of perverse notoriety.

What may also be new is the magnitude of teacher burnout. There is, of course, no way of comparing the percentage of teachers burned out twenty or fifty years ago from the number burned out today. Moreover, determination of the seriousness of the problem is a direct function of the method we choose to define the term.

Few would quarrel with the statement that teaching is an emotionally taxing profession. A teacher’s day is filled with constant, intensive interaction with people. In a study of student-teacher interaction, Jackson (1968) indicate that teachers can interact with students more than 1,000 times a day. Besides students, administrators, other teachers, parents, school board members also consistently make demands on the energies of teachers.

However, it is necessary to understand why, since all teachers are involved in such interactions, only some exhibit feelings of burnout. One must keep in mind that systematic research on teacher burnout is in the infant stage of development and the results of the studies are by no means comprehensive or conclusive.

Since burnout is considered as a work-related concept, it is usually misunderstood as a type of job-stress or role-stress.

- **Burnout and Job-Stress**

  Burnout, to Cherniss (1980), refers to a transactional process consisting of job-stress, work-strain and psychological accommodation.
Burnout is a process that is self-reinforcing. Discouragement and withdrawal most likely to more failure in the helping role because enthusiasm, optimism, and involvement are necessary for success. Thus failure leads to further discouragement which can leads to further failure, and so on. Once the cycle begins, it is difficult to break. The process of burnout begins with excessive and prolonged levels and job-stress, and leads to defensive coping by psychological detachment from the job and becoming apathetic, cynical or rigid (Cherniss).

Researches on stress (McGurie, 1979) suggests that job-stress and its low levels can enhance motivation and performance. But the burnout even at its lowest level deteriorates the performance.

- **Burnout and Role-Stress**

  Role-stress like job-stress is also commonly used with burnout in work-related factors. Role-stress is the feeling of strain in various fields of life. Organizational Role Stress refers to the strenuous feelings particularly in work setups. Therefore, role structure of a human service programme influences the severity of burnout (Cherniss, 1980).

  Those who work in institutional rather than private settings are often faced with stresses endemic to organizational structures, most notably role ambiguity, role conflict and role overload (Caplan and Jones, 1975).

  Burnout can be viewed as a process that occurs when workers perceive a discrepancy between their input and expected output. To balance the equation,
burned out workers begin to give considerably less to their jobs. For example, teachers who become burned out may be less sympathetic towards students, may have a lower tolerance for frustration in the class-room, may plan for their classes less often or less carefully and in general may feel less committed and dedicated to their work (Farbar and Miller, 1981).

It is evident that burnout negatively affects normal human behaviour, it is misconsidered as depression too.

- **Burnout and Depression**

  These two terms are generally confused with each other. According to critics ‘burnout’ is simply old wine (depression) in a new bottle. As a matter of fact this notion is wrong.

  Burnout is a process aroused from strain ---> stress leading to severe problems of Emotional Exhaustion, Depersonalization and Reduced Personal Accomplishment which reduce the quality of performance, though the work remains continued. Depression is an emotion characterized by “sadness”, crying, withdrawal from others and feelings of inadequacy (Morgan, et al., 1986). It is accompanied by dejected mood, poor appetite, difficulties in sleeping, a change in activity level (become either lethargic or agitated), loss of interest and pleasure in usual activities and negative self-concept.

  Though some of the symptoms/feelings are similar in the two phenomena but resultant outcomes differ. A depressive person having pessimism, does not have any positive attitude towards his own life and fails to accomplish the job in work set-up, whereas a burnout worker keeps on performing, may be, the quality is reduced.

  In recent years, care of “care-takers” has attracted the researchers, this has resulted in a new concept “physical impairment”, hence may cause confusion with burnout.
• **Burnout and Physician Impairment**

Physician impairment as a ‘concept’ has only become well known within the last three decades. Marwadi (1979) has introduced impaired physician phenomenon based on the results or investigations carried out at Western Reserve University School of Medicine during the last 20 years. Physician impairment can range from slight distortions in acumen or judgment following a medical emergency to major impairments such as alcoholism, drug addiction, depression and suicidal ideation.

Impairment and burnout are not identical concept, although they are closely related. Physical impairment occurs when medical, physical or psychological conditions impinging upon the physician cause a deviation from the delivery of optimum medical care. The impairment may be temporary or chronic. Burnout is a more pervasive phenomenon that affects both personal and professional aspects of a physician’s life. It results in a state of emotional, physical and attitudinal depletion. Burned out physicians are less satisfied with their work. Ultimately, this may take a toll on the physician and can be a significant precursor to physician impairment.

**Teacher Burnout:**

Burnout has most often been discussed and written about in relation to teaching and teacher.

• **Stages of Teacher Burnout**


• **Loss of Enthusiasm**

Most teachers enter the profession with good intentions and a sincere desire to help children. Energy levels are high, ideals are strong. Majority of teachers are also individuals with decent value systems, a high sense of motivation, a desire to be needed and having an inner hope that through their intervention, something positive can be done with young people. Burnout leads
to a drastic reversal in attitude and behaviour with in a few years, sometimes even after one year of teaching.

It has been suggested that many who enter teaching, exhibit dependency characteristics where personal needs are met through helping others. That is, they obtain an overwhelming component of their self-identity from their work and therefore, have a strong need to be liked. When teachers do not receive positive responses and feedback from students, enthusiasm falters.

- **Frustration**

  Frustration is one of the earliest signs in the process of burnout. Several factors may contribute to the frustration of teachers within the school environment as well as outside. Student apathy, growing indiscipline and violence, unco-operative or over-critical parents, low salary and social status and various malfunctions of the organization and the profession itself are some of the factors. All these and many others may contribute to frustration and lowered morale of teachers and increase their stress and burnout.

- **Alienation**

  Alienation of the professional from the work environment may be viewed as a response or result of powerlessness, frustration and loss of meaning in one’s work. Alienation is associated with detachment, withdrawal and isolation within the work environment. A strong relationship exists between alienation and lack of support and positive feedback. Alienation is also directly related to the number of clients with whom the professional has a direct contact. As the ratio increases, a higher emotional overload is inevitable. Inherent in the teaching profession is a high level of responsibility for a large number of students.

  It has been found that teacher alienation increases: (a) the less frequently teachers participate in the decision making process; (b) the more rigid the organization hierarchy of authority; (c) the greater the degree of job codification; and (d) the more rigidly rule are enforced.
Symptoms of Teacher Burnout:

Teachers experiencing feeling of burnout show a number of symptoms in their personal and professional life. Researches have identified a number of these symptoms.

Personal symptoms include cynicism and negativism; rigid thinking, inflexibility and a closed mind, blocking progress and constructive changes; increased absenteeism and illness frequency; boredom and growing fatigue; loss of idealism and commitment; alienation and minimal compliance; verbalizing helplessness, hopelessness and fatalism; changes in behaviour and social contacts, becoming a loner; hypersensitivity and paranoia about colleagues and administrators.

Professional symptoms include growing doubts about professional carrier, dissatisfaction with level of performance and feeling inadequate and overwhelmed by task, reluctance to go to work or merging self and life with profession and withdrawing from activities previously rewarding. That is, undervaluing or overvaluing professional prerogatives and capabilities.

Stated more descriptively, burned out teachers may plan classes less often or less carefully, assign problems instead of teaching concepts; schedule disliked subjects late in the day and never getting to them; day dream, dawdle, ignore misbehaviour in students. They may have a lower tolerance of frustration in the classroom; shout, scold, pile on busy work assignments and even resort to corporal punishment. They may expect less reward from their job and less efforts from their students. They may frequently feel emotionally drained and physically exhausted and may fantasize or actually plan to leave the profession.

Physical signs are fatigue, exhaustion, insomnia, headaches, backaches etc. If stress is left uncontrolled it may lead to psychosomatic illness, abuse of alcohol and tension reducing drugs, seeking counseling help for a feeling of personal failure and guilt and increased marital and family conflicts.
1.2 ORGANIZATIONAL ROLE STRESS

Role, Nature and Definition

Linton (1936) was perhaps the first to give the notion of role a central place in any of the social sciences; Newcomb (1951) brought it from anthropology into social psychology and made it the key concept in his theoretical approach. According to Biddle and Thomas, “the writings and teachings of Mead, Moreno, and Linton did much to establish role, both as terms and concept and related ideas too, in the thought ways of social sciences during and after the 1930s (Biddle and Thomas, 1966). Social role is usually defined as the behaviour expected of person specifically located in specific social groups. “Role” has been defined in several ways as follows:

Linton (1945) uses the term ‘role’ as a way that includes all the three meanings in one. A role includes the attitudes, values, and behaviour ascribed to any body by the society and all persons occupying this status.

Parsons and Shills (1951) define it as that organized sector of an actor’s orientation, which constituted and defines his participation in an interactive process.

According to Levinson (1959) in the concept of role, there is, by assumption, a close fit between behaviour and disposition (attitude, value), between societal prescription and individual adaptation.

Secord and Backman (1964) defines role as the expectations that persons hold in common from any person who falls in a particular category by virtue of his position in social system.

Biddle and Thomas (1966) define it as a part or character performed by an actor in a drama or a part or function taken or assumed by any person structure.

Sarbin and Allen (1968) define it as a metaphor intended to denote that conduct adheres to certain parts.
Duncun defines role as a pattern of behaviour that is expected of a person where he or she interacts with others.

Joe Kelly defines role as a set of behaviour or attitudes appropriate to a particular position in any organization, irrespective of who occupies the position.

Khan and Katz (1966) define role as specific forms of behaviour associated with given tasks, developed originally from task requirements.

In their pure or organizational form, roles are standardized pattern of behaviour required of all persons playing a part in a given functional relationship, regardless of personal wishes or interpersonal obligations, irrelevant to the functional relationship.

Pareek (1977) defines role as any position a person holds in a system (organization) as defined by the expectation, various significant persons including one’s self have from that position.

Pestonjee (1980) explains it as the totality of formal tasks, informal tasks and acts as organized by an individual. Each individual is a member of several social systems and the expectations as well as demands of one, may put pressure on the other.

Pareek (1977) has explained various roles related terms. Each individual in the society performs several roles. All these roles make up one’s ‘role space’. The self is in the centre of the role space. Various roles the person plays are around the self. These roles are at various distances from the self and from each other. These relationships define the role space. Thus role can be defined as the dynamic interrelationship, both, between the self and the various roles an individual occupies and, amongst these roles. Each role has its own system which has been called role set. Role set is the pattern of relationship between the roles being considered by the role occupant. In this the role of the role occupant is in the centre and all other roles are around person’s particular role.
In the role behaviour of an individual, several variables are involved: the self, the other roles (role senders), the expectations by the other roles, expectations by the self, and other roles undertaken and perform by the individual. It is the nature of the role that it has built-in potential for conflict and stress. So stress is a natural variable in role performance. While performing several roles, or within one role, a person finds that it is not leading to the desired goal. The consequences are disillusionment, frustration, tension, conflict and stress.

**Stress**

Stress is one of the most insidious phenomena of our time and it affect people in all walks of life. Stress is a natural dynamic and interactive process that takes place as people adjust to their environment. The word ‘stress’ is derived from the Latin word ‘strictus’ which means ‘tight’ or ‘narrow’ and ‘stringer’ which means to tighten. These refer to the internal feelings of constriction that many people feel when they experience stress. According to Selye (1976) ‘Stress is a generalized response of body to demands placed on it, whether they are pleasant or unpleasant’

Stress is experienced when an individual is unable to cope with the demands of the environment leading to pressure or worries and he beings to feel tense and uncomfortable. The term ‘stress’ refers to circumstances that places physiological or psychological demands on an individual and to emotional reactions experienced in these situations. Individual is threatened beyond his capacity to endure. It is an adaptive reason that is a consequence of an internal action, situation or event that exceeds his adjutive resources and involves inadequate response to stress situation leading to negative consequences.

Initial work related with the phenomenon on stress was conducted by Selye. One the basis of his studies, stress is considered to be the non-specific response of body to any specific conditions made upon it. He suggested to use
the term stress for the reaction pattern which the body produces while dealing stresses. Stress is any stimulus which can give rise to a specific syndrome “general adaptation syndrome” which consists of a series of drastic physical changes.

When an organism is exposed to a stressor which may be psychological or physiological, a number of psychological, physiological and overt behavioural changes are observed. Stress beings with normal level of resistance when one encounters a stressor, reacts to it, relaxes after its resolution and finally returns to normal, until next stressor attacks. Selye’s notion of stress is a bio-chemical one. It does not explain stress from a psychological point of view. A number of psychologists have tried to explain the psychological aspect of stress, emphasizing the situations which give rise to it i.e. an individual experiences stress when his over all adjustment is threatened.

Meadow (1981) writes in his paper “stress is a state, which arises from actual or perceived demand capability, imbalance in the organism’s, initial adjustment actions and that which is particularly manifested by a non-specific response”.

Response to stress does not include a single organ but a number of bodily changes take place. Experience of stress depends upon the particularly personality traits possessed by the individual concerned. Thus it is not essential that under a particular condition all the individuals will experience same degree of stress or that all the individuals will surely experience stress as different people possess different type of characteristics. There are varieties of stimuli that can act as stressors. Stress might be due to physical conditions as food deprivation, lack of water, extreme heat or cold, torture, prolonged activity without rest, sleep deprivation etc. Psychological causes include shaking due to mental conditions, inefficiency, restlessness, apathy, fatigue, getting exhausted, fear of insecurity etc. “Stress is an unpleasant emotional experience associated with elements of fear, anxiety, irritation, annoyance, anger, sadness, grief and
depression”. Thus it has a dysfunctional and socially costly effect on job performance. Different stressors create conditions of overload because they force people to pay special attention. This result in cognitive fatigue and loss of energy needed for task performance.

Stress in form of pressure harms the job performance. Environmental conditions play an important role for inducing stress. To explain different causes and effects of stress there are many conceptual models.

**Conceptual Models:**

- **Psychometric Model**
  
  This model is based upon the fundamental thesis that stress is experienced in one’s bodily system and it may produce pathological conditions in all parts of the body.

- **Protective Reaction Pattern Model**
  
  This model proposed and developed by Wolff and his colleagues states that when the body is threatened in some way by some stressor, a complex reaction takes place to protect the body and to remove the threat.

- **Sely’s Bio-Chemical Model of Stress**
  
  This model proposed by Selye (1980) regards stress as a state manifested by a specific syndrome which consists of all the non-specific induced changes within a biological system.

- **A cognitive appraisal Model**
  
  It was proposed by Woolfolk and Richardson. It proposes that stress responses are not the direct result of environment but is a product of organism’s appraisal to situations and events.

**Organizational Role Stress (ORS):**


Role stress is one of the type of stress which falls in the third category i.e. daily hassles. Role stress is the stress, that is experienced due to the role
played by an individual or stress due to the position a person holds in an organization. In an organization individual has to play multiphasic roles. Pareek (1976) defines role as the position occupied by a person as defined by the expectations of significant persons including a role occupant, indicating that there are inherited problems in performance of a role and therefore is inevitable. Authoritative organizational structure and control systems are a potential source of stress as they are seen to promote dependency offered little scope for initiative and creativity in role enactment. Organizational stress is said to arise from a misfit between the individual and his work demands. Another kind of source of stress is a dis-coordination between environment and individual. When the imbalance of either kind threatens an individual’s well-being, stress will occur. In the organizations, role stress is experienced more by white color workers then blue collar workers.

School is an organization where teachers experience stressful situations. Schwab examined teacher burnout and its relationship to the Organizational stress variables of role conflict and role ambiguity. Role conflict and role ambiguity explained a significant amount of variance on Emotional Exhaustion and Depersonalisation while role ambiguity explained a significant amount of variance on personal accomplishment.

**Main role stresses are as follows:**

1. **Self Role Distance**: It is the conflict between the self concept and the expectations from the role as perceived by the role occupant.

2. **Intra Role Conflict**: When individual sees incompatibility between two roles played by the individual.

3. **Role Stagnation**: When an individual occupies a role for a long time and enters another role where he may feel less secure.

4. **Inter Role Distance**: When an individual occupies more than one role, there may be conflict between two roles he occupies.
5. **Role Boundness**: If an individual feels highly obliged to the expectations of significant role senders, and sacrifices his own interests, preference, values, comfort etc. he may be role bounded.

6. **Role Ambiguity**: When the individual is not clear about the various expectations people have from his role, he faces the conflict which may be due to lack of information available to role occupant. Role ambiguity was split into Role Ambiguity (i.e. lack of clarity) and Role Expectation Conflict (i.e. conflicting expectations).

7. **Role Overload**: When the role occupant feels that there are too many expectations from the significant roles set, he experiences ‘role over load’.

8. **Role Isolation**: In a role set, the role occupant may feel that certain roles are psychologically near to him while some other roles are at a distance. The main criterion of role-role distance is frequency and ease of interaction.

9. **Role Erosion**: A role occupant may feel that some functions which he or she would like to perform are being performed by some other role. The stress felt may be called ‘role erosion’.

10. **Role Inadequacy**: Role inadequacy refers to two types of feelings: (a) that the role occupant does not have adequate resources to perform the role effectively and (b) that he or she is not fully equipped (lacks internal resources) for effective performance of the role. Role Inadequacy was split into Personal Inadequacy (i.e. inadequacy of internal or personal resources), and Resource Inadequacy (i.e. lack of external resources for effective performance of the role).
1.3 EGO STRENGTH

In psychoanalytic psychology, ego is that part of the psychic apparatus which is the mediator between the person and reality. Its prime function is the perception of reality and adaptation to it. The ego is held responsible for controlling and maintaining the adaptation of the individual to his (physical, mental and social) environment.

Ego strength can be defined as the ability of the ego to effectively deal with the demands of the id, superego and reality. Those with little ego-strength may feel torn between these competing demands, while those with too much ego strength can became too unyielding and rigid.

Freud’s most general formulation concerning ego-strength was that it is reflected in the ability to live and work.

Hartmann (1939), says, “All definitions of ego-strength will prove unsatisfactory as long as they take into account only the relation to other mental system and leave out the consideration for the intrasystematic factors”. Hartmann, Kris and Lowenstien (1946), referred to thinking, perception and action are the main three functions of ego but pointed out that these functions are frequently in the service of the id or super-ego.

Bellak (1973) stated that the ego can be defined by its functions but also by its development and the quantitative aspects of its performance (i.e. ego-strength). He says “by observing the oscillating functions and the defences against the drive material, we may infer ego-strength” “….How well a subject is able to function? To what extent he is able to compromise between his drive and the demands of reality on the one hand, and the commands of his super-ego on the other ..... Observations on these aspects may permit an appraisal of what really constitutes ego-strength”.

Hartmann made some general statements about the characteristic of ego functions. Some of the major ones are as follows: ego function can vary to the
extent to which they are subject to regression and instinctualization (1955); ego function need different degrees of neutralization for optimal functioning in different activities (1955), ego function cooperate or interfere with each other’s functioning in the process of adaptation (1939).

These various ego functions have a rank order of biological purposiveness, and the particular order in a given person has much to do with his ego-strength.

Erikson (1956), expressed the opinion that psychoanalytic conceptions of reality have been “often half-hearted and ambiguous” and have failed to take account of important aspects of ego-strength. He chooses to focus on what he considers to be one of the more obscure implications of the psychoanalytic concept of reality. This he calls actuality; “the world verified only in the ego’s immersion in action”. By this he means that the subjective reality of a given person depends on a number of factors, such as his developmental level and various cultural considerations. His distinction between reality and actuality is expressed as follows: “Reality then …. Is the world of phenomenal experience, perceived with a minimum of idiosyncratic distortion and with a maximum of joint validation, while actuality is the world of participation, shared with a minimum of defensive manners and a maximum of mutual activation”.

The two terms, “object relation” and “ego-function” through and through. The development of object-relation is central to psychoanalytic formulation of ego development. As Hartmann, Kris and Lowenstien state (1949). “Every step in the formation of the object corresponds to a phase in psychic differentiation”. As Krish says (1952), “There seems little doubt that the intactness of ego functions to a higher degree than ever before anticipated, is determined by the nature of the child’s earliest object relations”.

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But psychoanalysts also recognize that later ego development can sometimes compensate for poor early object relations and that good early object relationship do not always lead to ego-strengthening (Hartmann, 1950).

Even though it should not be an exaggeration, of the two major aspects of object relations whose positive nature indicates certain definite relation with ego-strength and whose negative-ness points to ego weakness, they out to be mentioned. These are the ability to form friendly and loving bonds with others with a minimum of inappropriate hostility and the ability to sustain relationships over a period of time with little mutual exchange of hostility. Disturbances in object relations are reflected in emotional coldness and detachment, inability to fall in love or sustain love, self-centeredness, helpless dependency on others, and the need to dominate others and perversions (Moore and Firm, 1968).

The capacity to delay gratification as the ego matures would be crucial in distinguishing the adults from the child’s response. It is generally believed that before object loss can be recognized and tolerated, self-object differentiation and some ego identification must have occurred. In adults with good ego-strength, object loss through death can be a maturing experience, increasing the capacity for instinctual renunciation.

The change of both libidinal and aggressive energy” away from the instinctual and towards a non-instinctual mode” is termed neutralization. Hartmenn (1955), assumed that neutralization starts early in life and is a continuous process, that there are degrees of neutralization, and that the ego’s ability to neutralize instinctual energy is probably correlated with ego-strength and is reflected in the breadth of interest and richness of effects. He proposes that different degrees of neutralization are required for optimal ego functioning in different activation and that is plays an important role in reality, object consistency, thinking, action and internationality.
Hartmann (1955), defines the ego as the subtraction of personality in terms of its function, especially the control of the apparatus of motility and perception (internal and external) the contract with reality, and the inhibition of primary instinctual derives. This definition implies, ‘besides the genetic, the adaptive point of view – namely the mediating function of the ego between present reality and needs of other psychic systems a concept originally anticipated by H. Numberg (1931).

A number of psychoanalysts think that the ego-strength has a definite positive correlation with the ego’s adaptive function. Numberg (1931), stressed the level of synthetic functioning (reducing tensions, settling conflicts, reconciling contradictions and mediating them) as central to ego-strength or weakness. According to him, the correlates of ego weakness are over sensitivity to pain (unpleasure), high readiness to experience anxiety, proneness to develop guilt feelings, and the presence of neurotic or psychotic symptoms. He thinks that factors that reflect ego-strength, such as the capacity to expose oneself to danger while withstanding anxiety, can also be indicators of ego weakness (e.g. in a person with masochistic tendencies who seeks out danger and pain). Thus each of the factors that indicate ego strength in particular conditions may be correlated with ego weakness under other conditions.

Numberg’s focus was heavily on the extra-psychic situation, and he appears to have assumed that environmental adaptation is virtually defined by ego strength. Thus, he stated that the ability to endure tensions generally covers the meaning of adaptation to reality, since ego weakness or strength will influence one’s reaction to the outer as well as the inner world.

Fewchel (1938), considered ego-strength in relation to the external world, as well as in relation to id and super-ego and stated that a strong ego is able to make correct judgments about reality and carry out its intention even when there are external obstacles.
Sandlor and Joffe (1969), maintain that adaptation is the super ordinate met psychological point of view, and includes adaptation not only to the external environment but also to inner forces and states. The most important of these inner states is the feeling of safety and well-being (Sandlor, 1960), that results from smooth and integrated psychological functioning.

Phillips (1967), sees adaptation as the interaction of the person’s achieved level of psychological development with the environmental support available. Adaptation failure is most likely to occur when a relatively low level of psychological development is combined with a disorganization of the usual social milieu.

It goes without saying that in the field of ego psychology, Hartmann plays a great role. He has analysed the ego and its nature in different directions. However, in pointing out how successful adaptation may lead to maladaptive outcomes—as in the development of an overly-strong superego—he seems to be making the same point about adaptation that Numberg had earlier made about ego strength. But he goes one step beyond Numberg in stating that criteria for ego strength, such as the potential for achievement and enjoyment, can shed light on a person’s capacity for adaptation only when his relationship with the extent world has been assessed. Hartmenn implies close relationship between ego-strength and adaptation in his statement that disturbances in mental harmony are often found in conjunction with disturbances in adaptation.

That a role in adaptation is played by the external environment as well as by personality structure is implied in Hartmann’s (1939), statement that adaptation are appropriate for only a restricted range of situation and that an adaptation that is good in one set of circumstances may be unsuccessful in another. He also re-emphasizes, however, the link between personality development and adaptation when he points out that psychoanalysis assumes that adaptation in adulthood is best in those who have attained the genital stage of libidinal development. He emphasized the ability of the autonomous ego
function to withstand impairment from defensive process. Another way to formulate the issue is to assume that ego strength is reflected in ego function resistance to regressive impairment when the organism is faced with environmental stress.

However, before going to the conclusion, it should not be loathsome if one gives special stress on the fact that the mother-child relationship is the basic factor in the development of a flexible and adaptation ego. On behalf of this, it can be said that the current state of ego-strength of the individual which can be associated with his general state of fatigue or freshness and physical health, also affects his response to a crisis as does the current meaning of the problematic situation in relation to his past experience-particularly the intensity of symbolic links with the past and the degree to which the current situation stimulates revival of old conflicts. Further significant factor in determining the individual’s response are his current psycho-social and socio-cultural interactions with his social milieu. In this connection, great importance is attached to the support of the individual’s ego-strength by significant others and also to the active collaboration of these people with the individual in order to accomplish the adaptive tasks involved in the crisis situation (Nicheti, 1978).

Regarding ego’s functions, Freud (1938), writes, “Here are the principal characteristics of the ego. In consequence of the pre-established connection between sense and perception and muscular action, the ego has voluntary movement at its command. It has the task of self-preservative. As regard external events, it perform that task by becoming aware of stimuli, by storing up experiences about them (in the memory), by avoiding excessively strong stimuli (through flight), by dealing with moderate stimuli (through adaptation) and finally by learning to bring about expedient changes in the external world to its own advantage (through activity). As regards internal events, in relation to the id, it perform that task by gaining control over the demands of the instincts, by deciding whether they are to be allowed satisfaction, by
postponing that satisfaction to times and circumstances favourable in the external world or by suppressing these excitations entirely. It is guided in its activity by considerations of the tension produced by stimuli, whether these tensions are present in it or introduced into it”.

Thus, the ego controls the apparatus of motility and perception, contact with reality, and through the mechanisms of defence available to it, the inhibition of primary instinctual driver. Ego-strength refers to the ability of the individual to maintain his ego and its function of reality-testing without undue interference from the id or the super-ego.

Sometimes the question arises “Can the ego be strengthened”? The indications are that the ego is similar to a muscle, in that proper exercise just as they enjoy physical sports. Less healthy people need professional advice when strengthening their egos, just as they need it when strengthening their bodies.

The ego is not always fully rational, it is often defensive Ego’s capability of solving the problems and not using defence mechanisms depend on its strength i.e. ego-strength. The higher the ego-strength of an individual, fewer the chance of his ego adopting defence mechanisms. Lower ego-strength of an individual leads to the ego adopting ways of defence mechanisms rather than rational methods to solve the problems created by id and super-ego. The use of defence mechanisms by an individual often lead to an abnormal personality trend developing into anxiety reactions.

Ego-strength and weakness have proved to be fruitful psychoanalytic concepts. Their value is increased when they are considered in relation to adaptation, stress and regression. Hartmann (1955), pointed out that the concept of ego could be improved by a specification of which ego functions are interfered with. While Hartmann’s suggestion has gained wide acceptance, there does not appear to be adequate realization that not only is a detailed
definition of what constitutes each ego function necessary to carry this out but also that the whole issue of the interrelationship of ego function is involved.

**Ego Functions:**

Psychoanalytic concept of the nature and functions of ego, most succinctly formulated by Hartmann (1958), particularly from the standpoint of ego strength are:

1. organizes and controls motility and perception;
2. serves as a protective barrier against excessive and internal stimuli;
3. tests reality, engages in “thinking” and reads out anxiety;
4. organizing and self-regulating functions: mediating between ego and superego and id; and reality and all other variables;
5. some “autonomous functions” : abilities, intelligence, inherited characteristics, including ego strength;
6. capacity for “self-exclusion”.

Bellak (1973) examined the list of ego function and mentioned twelve ego functions instead of six:

1. **Reality Testing:** (a) distinction between inner and outer stimuli: (b) accuracy of perception (includes orientation to time and place and interpretation of external events): (c) accuracy of inner reality testing.

2. **Judgment:** (a) awareness of likely (probable) consequences of intended behaviour: (b) extent to which manifest behaviour reflects the awareness of these likely consequences, and the extent to which behaviour expressing maladaptive judgment is repeated: (c) appropriateness of behaviour, ability to attain emotionally to relevant aspects of external reality.

3. **Sense of Reality of the World and of the Self:** (a) the extent to which external events are experienced as real and as being embedded in a
familiar context: (b) the extent to which the body(or part of it) and its functioning and one’s behaviour are experienced as familiar, unobtrusive and as belonging to (or emanating from) the individual: (c) the degree to which the person has developed individually, uniqueness and a sense of self and self-esteem: (d) the degree to self the person’s self-representation are separated from his object representations.

4. Regulation and Control of Drives, Effects and Impulses: (a) directness of impulse expression: (b) the effectiveness of delay control mechanisms (including both under and over control), degree of frustration tolerance, and the extent to which drive derivatives are channeled through ideation, effective expression and manifest behaviour.

5. Object (or Interpersonal) Relation: (a) relatedness to others and investment in them, degree of closeness or distance, the degree of flexibility and choice in maintaining object relations; (b) the extent to which present relationship are adaptively or mal-adaptively influenced by or patterned upon older ones and serve present, mature aims rather than past, immature aims; (c) the person perceives others as separate (independent) entitles rather than as extensions of himself; (d) the extent to which he can maintain object constancy; degree and kind of internalization (the way of perceiving and responding to people, physically absent).

6. Thought Processes: (a) the adequacy of processes which adaptively guide and sustain through (attention, concentration, anticipation, concept formation, memory, language); (b) the ability to conceptualize: the extent to which ability and concentration of thought are appropriate to the situation; (c) the relative primary-secondary process influences on thought (unrealistic, illogical and/or loose). The extent to which
language and communication reflect primary or secondary process thinking.

7. **Adaptive Regression in the Service of the Ego:** (a) relaxation of perceptual and conceptual acuity (and other ego controls) with a concomitant increase in awareness of previously preconscious and unconscious contents; (b) the induction of new configuration which increases adaptive potential as a result of creative integration.

8. **Defensive Functioning:** (a) the extent to which defensive components adaptively or maladaptively affecting ideation have succeeded or failed.

9. **Stimulus Barrier:** (a) thresed for, sensitivity to, or awareness of stimuli impinging upon various sensory modalities (primarily external, but including pair); (b) nature of response to various level of sensory stimulation in terms of the extent of disorganization, avoidance, withdrawal or active coping mechanisms employed to deal with them.

10. **Autonomous Functioning:** (a) degree of freedom impairment of apparatus of primary autonomy (functional disturbances of sight, hearing, indention, language, memory, learning or motor function); (b) degree of freedom from impairment of secondary autonomy (disturbances in habit patterns, learned complex skills, work routines, hobbies and interests).

11. **Synthetic-Integrative Functioning:** (a) reconciliation or integration of discrepant or potentially contradictory attitudes, values, affects, behaviour and self-representations: (e.g. role conflict) (b) degree of “active” relating-together and integrating of intra psychic and behavioural events, whether contradictor or not.

12. **Mastery-Competence:** (a) competence, the persons’ performance in relation to his existing capacity to interact with an master his environment, (b) sense of competence, the person’s expectation of
success, or the subjective side of actual performance (how well he believes he can do).

13. Ego Strength: …… By observing the oscillating functions and the defence against the drive material one may infer ego strength and may often observe drive content which does not appear prima facie (Bellak, 1973).

1.4 SELF ACTUALIZATION

Self actualization is the process or act of becoming oneself, developing one's potential, achieving an awareness of one's identity and fulfillment oneself. (Le Francois (1996).

A German neurologist/Psychiatrist Kurt Goldstein first introduced the concept of self actualization in 1934, in his book: “The organism: A holistic Approach to Biology Derived form Pathological Data in man.” As its title might suggest, this was not a best seller of its time-infact, this seminal concept didn’t really take hold in medical & intellectual circles until decades later.

Dr. Goldstein describes the concept as a “deriving force” which resided with in human beings and motivated a person to develop their God-given abilities to the fullest extent, which in turn would guide them in the determination of their life’s “path.” In his view it is the organism’s master motive the only real motive. ‘The tendency to actualize itself as fully as possible is the basic drive to self actualization.’

The term was later used by Abraham Maslow in his article, A Theory of Human Motivation, Maslow explicitly defines self actualization to be “the desire for self fulfillment, namely the tendency for him (to individual) to become actualized in what he is potential. This tendency might be phrased as the desire to become more and more what one is, to become everything that one is capable of becoming.” Maslow used this term self actualization to describe a desire, not a driving force, that could lead to realizing one’s
capabilities. Maslow did not feel that self actualization determined one’s life; rather, he felt that it gave the individual a desire, an motivation to achieve budding ambitions. A more explicit definition of self actualization according to Maslow is “intrinsic growth of what is already in organism or more accurately of what is the organism or more accurately of what is the organism itself ---- self actualization is growth motivated rather than deficiency motivated.” This explanation emphasizes the fact that self Actualization cannot normally be reached until other lower order necessities of Maslow’s hierarchy of needs are satisfied. While Goldstein defined self actualization as a driving force, Maslow uses the term to describe personal growth that taken place once lower order needs have been met, one corollary being that, in his option, “self actualization rarely happens---- certainly in less than 1% of the adult population.” The fact that “most of us function most of the time on a level lower than that of self actualization” he called the psychopathology of normally.

Carl Rogers was a humanistic psychologist agreed with most of what Maslow believed, but added that for a person to “grow”, they need an environment that provided them with genuine, acceptance and empathy.

Without these relationship and healthy personalities will not develop as they should, much like a tree will not grow without sunlight and water.

Rogers believed that every person can achieve their goals, wishes and desires in life. When, or rather if they did so, self actualization took place.

According to Carl Rogers “The organism has one basic tendency and striving to actualize, maintain and enhance the experiencing organism.”

Rogers (1959) believed that human have one basic motive, that is the tendency to self-actualize i.e. to full one’s potential and achieve the highest level of ‘human beingness’ we can. Like a flower that will grow to its full potential if the conditions are right, but which is constrained by its
environment, so people will flourish and reach their potential if their environment is good enough.

However, unlike a flower, the potential of individual human is unique, and we are meant to develop in different ways according to their personality. Rogers believed that for a person to achieve self actualization they must be in a state of congruence.

This means that self actualizing occurs when a person’s “ideal self” (i.e. who they would like to be) is congruent with their actual behaviour (self image). Rogers describes an individual who is actualizing as a fully functioning person. The main determinant of whether we will become self actualized is childhood experience.

**Theory of Self Actualization:**

The term self actualization was first introduced by philosopher Kurt Goldstein & referred to the motive a person has to realize all of their potentialities: This means, whatever is possible for you, or can dreamt of can actually become a reality if you just move towards self Actualization. Goldstein believed that this was actually the fundamental motive behind every thing that a person did.

- **Goldstein’s Theory**

  According to Kurt Goldstein’s book, the organism: A holistic Approach to biology Derived from Pathological data in man, self actualization is “the tendency to actualize, as much as possible, individual capacities” in the world. The tendency toward self actualization is “the only drive by which the life of an organism is determined.” Goldstein defined self actualization as a driving life force that will ultimately lead to maximizing one’s abilities and determine the path of one’s life; compare will to power.

  If we take its consideration the actual life situations of an individual the theory of Goldstein is more appropriate as every individual who has achieved
self actualization have taken it as a driving force and not a level of development.

Self actualization can be felt at any level of development i.e. even at the basic level of physiology, where as Maslow’s theory emphasizes the felt that self actualization can not normally be reached until other lower order necessities are satisfied. But acc. to Goldstein what makes the actual difference between a successful person & an average person is that, an average individual climbs the Maslow’s need of hierarchy in which the lower order needs are more important and an individual first tends to fulfill these and then climbs the ladder to reach the self actualization.

Where as for a successful person the lower order needs are no doubt important but the actual driving force even when he is fulfilling these lower order needs is the force of self actualization. In this view, it is the master motive indeed, the only real motive a person has all others being merely manifestation of it. This in order to determine the path of one’s life one first need to realize that he or she can achieve one's full potential and can reach the utmost level of self development.

So, an effective motivational strategy should be to make the individual realize the presence of this driving force with in him and help him in studying, understanding, evaluating and developing this own personality.

- **Maslow Theory of Hierarchy of Human Needs**

One of many interesting things Maslow noticed while he worked with monkey early in his career, was that some needs take precedence over others. For e.g. If you are hungry and thirst, you will tend to try to take care of the thirst first. After all, you can do without food for weeks, but you can only do without water for a couple of days. Thirst is a stronger need than hunger. Like wise, if you are very-very thirsty, but someone has put a choke hold on you and you can’t breathe which is more important? The need to breathe, of course on
the other hand, sex is less powerful than any of these. Let’s face it, you won’t die if you don’t get it.

Maslow created his now famous hierarchy of needs. Beyond the details of air, water, food and sex, he laid out five broader layers:

1. **The Physiological Needs**: These include the needs we have for oxygen, water, protein, salt, sugar, calcium and other minerals.

2. **The Safety and Security Needs**: When the physiological needs are largely taken care of, this second layer of needs comes into play. You will become increasingly interested in finding safe circumstances, stability and protection.

3. **The Love and Belonging Needs**: Then the physiological needs, safety needs are, by and large, taken care of third layer states to show up. You begin to feel the need for friends, a sweet heart, children, affectionate relationship, even a sense of community.

4. **The Esteem Needs**: Maslow noted two versions of esteem need, a lower one and a higher one. The lower one is the need for the respect of others, the need for status, fame, glory, recognition, alternation, reputation, appreciation, dignity even dominance. The higher form involves the need for self respect including such feeling as confidence, competence, achievement, mastery, independent and freedom. This is the higher form because unlike the respect of others, once you have self respect, it is a lot harder to lose.

5. **Self-Actualization**: The last level is a bit different. A variety of terms to refer to this level. He has called it growth motivation, being needs and self-actualization.

These are needs that do not involve balance once engaged, they continue to be felt. Infact they are likely to become stronger as we ‘feed’ them. They involve the continues desire to fulfill potential to “be all that you can be.”
are matter of becoming the most complete, the fullest, “you” hence the term, self-actualization.

Now keeping with his theory up to this point, if you want to be truly self actualizing, you need to have your lower needs taken care of at least to a considerable extent. This makes sense: if you are hungry, you are scrambling to get food; if you are unsafe you have to be continuously on guard; if you isolated and unloved, you have to satisfy the need; if you have a lower sense of self esteem, you have to be defensive or compensate. When the lower needs are unmet, you can’t fully devote yourself to fulfilling your potentials.

- **Carl Rogers Theory**

  Carl Rogers wrote of “the curative force in psychotherapy man’s tendency to actualize himself to become his potentialities to express and activate all the capacities of the organism.

**Actualizing Tendency**

Rogers maintained that human “Organisms” has an underlying “actualizing tendency”, which aims to develop all capacities in a way that maintain or enhance the organism and move it towards autonomy. This tendency is directional, constructive and present in all living things. The actualizing tendency can be suppressed but can never be destroyed without the destruction of the organism. This concept is the only motive force in the theory, but encompasses all motivation, tension, need or drive reductions; and creative as well as pleasure seeking tendencies. Only the organism as a whole has this tendency, parts of it do not. Each person thus has a fundamental man made to fulfill their potential.

**Self**

The human organism is ‘Phenomenal field’ includes all experiences available at a given moment both conscious and unconscious. As development
occurs a portion of his field become differentiated and this becomes the person’s “self”. The “self” is a central construct in this theory. It develops through interactions with others and involves awareness of being and functioning. The self-concept is “the organized set of characteristic that individual receives as a peculiar to himself/herself.” It is based largely on the social evaluations he/she has experienced.

**Self-Actualizing Tendency**

A distinctly psychological form of the actualizing tendency related to this “self” is the Self Actualizing Tendency. It can be seen as a push to experience oneself in a way that is consistent with one’s conscious view of what one is connected to the development of the self-concept and self-actualization are secondary needs (assumed to likely to be learned in childhood) “the need for positive regard from other” and “the need for positive self regard”, an internalized version of the previous. These lead to the favouring of behaviour that is consists self concept.

**Characteristics of Self-Actualized individuals:**

Although self-actualization indicates highest motivating individual, its explanation is not so simple. Who are then self-actualized? Maslow has given in fifteen characteristics to be found in self-actualized individuals.

1. **Efficient perception of reality** – It is ability to perceive other people correctly and efficiently, to see reality as it is rather than as they wish to be. Less emotional and more objective people have comfortable relations. Their desires and hopes do not distort their observations. They are more readily able to detect fake, phony and dishonest motives in others.

2. **Acceptance of self, others and nature** – Health persons display a sense of respect to self and others. They accept their own nature with all shortcomings, fragilities and weaknesses. There is freedom from
overriding guilt, crippling shame, debilitating anxiety etc. They have hearty appetites, sleep well and enjoy sexual life without unnecessary inhibition.

3. **Spontaneity, simplicity, naturalness** – The efforts are not artificially strained. They may be conforming if something protects self and others. They may be unconforming if they are not hurting others. They refuse to be hampered by social convention if it interferes with some act which is important or basic to them.

4. **Problem centering** - They are committed to some task, duty, vocation or beloved job. They are not ego-centered but rather oriented towards problems beyond their immediate needs and problems to which they are dedicated.

5. **Detachment : need for privacy** – At time they want to be aloof. They also remain calm and serene during periods of personal misfortunes.

6. **Autonomy : Independence of culture and environment** – They rely on their own potentialities than the environment. They can do anywhere because they have ‘themselves’. They have self-direction and free will. They regard themselves as self-governed, active, responsible and self-discipline against determining their own destinies. They show honours, status prestige, popularity. Such extrinsic satisfactions are perceived as less significant than self-development and minor growth

7. **Continued freshness of appreciation** – They appreciated even most ordinary things. They seldomly become bored with their live experiences and are open to them.

8. **Peak of Mystic Experiences** – They have intense excitement and high tension as well as those of relaxation, peacefulness, blissfulness and stillness. They are not necessarily religious or spiritual in nature. Such
experiences can be found through books, music, art, intellectual Endeavour and human relationships.

9. **Social interest** – They are sometimes troubled by the shortcomings of human race: they experience deep feeling of kinship with humanity. They have genuine desire to help people. They have a feeling of compassion, sympathy and affection of humanity.

10. **Interpersonal relations** – They from deeper and closer personal relations. Usually they have less friends, because self-actualizing needs more time. When forced into distressing and distasteful relations, they are kind enough and pleased but try to avoid them as gracefully as possible. They also become very harsh with those who deserve it.

11. **Democratic character structure** – They are free of prejudice; they tend to have respect for all persons. They are willing to learn from anybody who can teach them.

12. **Discrimination between means and ends** – They show less confusion, inconsistency and conflict. They have definite moral-ethical standards. They know the goals what they are striving for and means of accomplishing them.

13. **Sense of philosophical humour** – Their humour does not poke on other’s inferiority, or ridicules, or cut dirty jokes. They express foolishness of humanity.

14. **Creativeness** – It appears in every day life in every individual. It is expression of personality which is perceptive, spontaneous, curious and innovative.

15. **Resistance to enculturation** – They have harmony with culture while maintaining detachment from it. They like their own decisions than popular opinions. They remain within limits of conformity with respect
to food, clothes, speeches etc. They resist when they feel basic issues are involved.

Self-Actualization has been variously thought of a need, a cognitive style, a trait, a life process etc. It may either cover one or more such component. Maslow (1954) who started with need theory thought of self actualization only as highest order need but later on in 1970 he extended its concept to be a source of well being. His Pyramid of need hierarchy indicated physiological, security, social belongings, esteem and self actualization as needs placed respectively in order of their degree of highness and chronological origins. He believed that without the fulfillment of a lower need, a higher need next to it could not be fulfilled.

Self-actualization is the motivation to realize one’s own maximum potential and possibilities. It is considered to be the master motive or the only real motive, all other motives begins its various forms.

It is a term to describe the ongoing process of fully developing your personal potential. The first thing to role about self actualization is that it is a process not a goal. In other words, self actualization is not something that you aim for: it is something that you do. The second thing to note is that self-actualization is not restricted to high profile, high achieving individuals, you don’t have to be famous to self actualize self actualizers feel safe, calm, accepted, loved, loving and alive.

What a man can be, he must be. This need we may call self actualization. It refers to the derive for self fulfillment, namely to the tendency for him to become self actualized in what he is potentially. This tendency might besides be phrased as the desire to become more and more what one is to become everything that one is capable of becoming.

Maslow (1950) held that some people tend to reach a healthier, more optimal level of functioning than average person. He called them self
actualized people. He found that self actualized individuals are relatively free from major psychological problems and have the ability to make the best use of their talents and strengths.

Self-actualization need not take the form of creative and artistic endeavours. A parent, an athlete, a student, a teacher, and an ardent labourer may be actualizing their potential abilities in doing well what they each can do best. Since specific forms of self actualization vary greatly from person to person, it is at this level of Maslow’s need hierarchy that individual differences are greatest.

Cangemi (1976) studied the characteristics of self-actualized individuals. He found that such individuals have become fully human and have used their capacities to the maximum. Such individuals have discovered their latent potentials and perfected their uniqueness. They have learned what is possible and what is not and have taken appropriate steps to bring about the possible. Cangemi and Englander (1974) concluded that adequate self-awareness is the first step toward self-actualization or self fulfillment. The intervening steps are insight, self-understanding, self-acceptances, psychological growth and psychological health. Therefore education must teach this. The individuals must feel he is very important and useful specimen of the nature and is made for the work he is doing. He has all adequate potentials to do the taken up job, and he can be a successful man in that profession.

Mankind has a need for and strives toward inner fulfillment. The impulse toward realizing one is potentialities is both natural and necessary. Yet very few, only specially gifted ones, achieve self-actualization. Their percentage may be only less than one. There are some reasons to it. In fact people do not realize their own abilities, and preclude a fair chance of becoming self-actualized. The social environment also stratifies development towards self-actualization of all its members. Some societies may be superior to
others in terms of providing opportunities for individual self-fulfillment only. Safety need also inhibits self-actualization. It restricts individuals to take risk, to make mistakes and to treat old habits. They lack courage. Individuals fear and anxiety also increase their tendency to regress toward safety and security. Most people exhibit to continue specific habits to persist to past behaviours. For e.g. Children reared in secure warm, friendly atmosphere have healthy growth. Realization of one’s own potential requires openness to novel ideas and experiences which ultimately helps in development of self actualization. Indian condition never suits this. Neither education society nor organization provides independence or facility for self development. Therefore it is the need to improve the environments, to make them to suit individual his own. Environmental factors which impede self actualization include poverty, inadequate education, drug abuse, crime corruption, political instability, disease, natural and man made disasters, unplanned pregnancies, domestic, abuse, broken families, physical and mental illness and all forms of oppression. In such situations, the notion of self actualization being a “driving force” is clearly overstated. This is because when faced with such challenges, the notion of self-actualization is usually the further thing from one’s mind for one’s focus becomes merely trying to survive.

Unfortunately there is no pill you can take that will turn you into a self actualizers overnight. There are some steps that you can take starting now that will lead in sight direction:-

1. Access your life
2. Access your motives
3. Be willing to change
4. Take responsibility
5. Cherish your uniqueness
6. Realise your dreams
Accept your fallibility

Look for the good in others

Assess your progress.

A teacher’s role is of paramount importance in the process of education. Only a self-actualized teacher can provide a psychological healthy, open, caring and creative learning environment for the students.

1.5 JUSTIFICATION AND SIGNIFICANCE OF THE PROBLEM

One of the banes of modern stressful life-style is the occurrence of burnout syndrome among the educated people. Most of the educated people, who opt to be teachers, cope with the heavy demands of the professional obligations and may suffer from the burnout syndrome sooner rather than later. Because of this malady, one becomes indifferent and listless towards one’s profession and consequently happens to grow larger pathological apathy towards one’s profession.

The present study is very important because it studies the burnout teachers in relation to their ego strength, self-actualization and organisational role stress. Teacher is one of the most widely distributed profession in our country. It is inherently stressful and requires the teachers to play a supportive role inspite of the stress that they experience in their personal and social lives. Burnout amongst teachers does not affect themselves alone but their students as well. Teaching has been identified as particularly stressful occupation (Cache, 1981; Ferber and Miller, 1981). This job has various stressful conditions resulting in teacher burnout which can be often expressed in various physical (headache, fatigue), psychological (irritation, anger, depression) and behavioural (lack of interest, deterioration in work performance) symptoms (Cunningham, 1982).

The present study is intended to explore whether burnout syndrome which has so widely been reported among western teachers, exist among Indian
teachers also or not. The burnout stress syndrome affects the work output of the teachers both quantitatively and qualitatively. It causes deterioration in the quality of work of the teachers and they can no longer function normally.

There are considerable reasons for the high level of interest in ‘teacher burnout’. First, the teaching profession is one of the largest and most visible profession in India and throughout the world. Second the profession has been subject to increased pressure by society to correct social problems, educate students in academic and skill areas, provide enrichment activities, meet the individual’s needs of the students with a wide range of abilities and encourage moral and ethical development. So teachers play a crucial role in formation of society. Considering the above factors, exploring the teachers’ burnout in India seems to be relevant. The insights and inputs emerging from this study can be used while preparing the future educational plans in which the appropriate measures may be taken up to address the burnout problem. By protecting the teachers from the phenomenon of burnout, the teachers may be re-enthused to serve the society in a much more meaningful way.

Organizational role stress effect on teacher’s accomplishment or quality. Ego strength scored at higher level of personal accomplishment. Only a self-actualized teacher can provide a psychological healthy, open, caring and creative learning environment for the students. Hence, the investigator tried to investigate the level of burnout and effect of organizational role stress, ego strength and self actualization on burnout.

1.6 STATEMENT OF THE PROBLEM

EFFECT OF ORGANIZATIONAL ROLE STRESS, EGO-STRENGTH AND SELF-ACTUALIZATION ON BURNOUT AMONG SECONDARY SCHOOL TEACHERS
1.7 OPERATIONAL DEFINITIONS

Concepts:

The following concepts have been used in the study and their definitions are given as under:

(i) **Organisational Role Stress (ORS):**

‘Role’ is any position a persons holds in a system (organisation) as defined by the expectations various significant persons, including himself, have from that position (Pareek, 1976).

‘Organisational Role Stress’ is the stress, that is experienced due to the role played by an individual or stress due to the position a person holds in an organisation.

(ii) **Ego-Strength:**

Ego strength can be defined as the ability of the ego to effectively deals with the demands of Id, superego and reality.

Freud’s most general formulation concerning ego strength was that it is reflected in the ability to live and work.

(iii) **Self-Actualization:**

Self-Actualization is the process or act of becoming one self, developing one’s potential, achieving an awareness of one’s identity, and fulfilling oneself (LeFrancois, 1996)

Self Actualization is the intrinsic growth of what is already in the organism, or more accurately of what is the organism itself.

(iv) **Burnout:**

Burnout is a syndrome of ‘Emotional Exhaustion’, ‘Depersonalization’ and ‘Reduced Personal Accomplishment’ that can occur among individuals who do “People work” of some kind. The burnout syndrome has three components (sub-scales) which are as follows:
• **Emotional Exhaustion (EE)**

The key concept of burnout syndrome is increased feelings of ‘Emotional Exhaustion’, as emotional resources are depleted, workers feel that they are no longer able to give of themselves at psychological level.

• **Depersonalization (DP)**

Depersonalization is negative, cynical attitude and feeling about one’s clients. This callous or even dehumanized perception of others can lead staff members to view their clients as somehow deserving of their troubles.

• **Reduced Personal Accomplishment (PA)**

Reduced personal accomplishment refers to the tendency to evaluate oneself negatively, particularly with regard to one’s work with clients. Workers may feel unhappy about themselves and dissatisfied with their accomplishments on the job.

Burnout is conceptualized as a continuous variable, ranging from ‘Low’ to ‘Moderate’ to ‘High’ degrees of experienced feelings.

- A ‘Low’ degree of burnout is reflected in low scores on Emotional Exhaustion and Depersonalization sub-scale and high scores on personal accomplishment sub-scale.
- The ‘Moderate’ degree of burnout is reflected in moderate scores on the three sub-scales of burnout syndrome.
- A ‘High’ degree of burnout is reflected in high scores on Emotional Exhaustion and Depersonalization sub-scales and in low scores on the Personal Accomplishment sub-scale.

(v) **Secondary School Teachers:**

Teachers who teach the classes from 6th to 10th level.


1.8 OBJECTIVES OF THE STUDY

On the basis of the study, the available literature on Burnout, Ego Strength, Self-Actualisation and Organizational Role Stress, the investigator drew certain objectives which lead to present investigation:

1. To study the level of Burnout among the secondary school teachers.
2. To study the Organizational Role Stress among the secondary school teachers.
3. To study the Ego-Strength among secondary schools teachers.
4. To study the level of Self-Actualization among secondary schools teachers.
5. To find out the relationship between Organizational Roles Stress and Burnout dimensions (i). Emotional Exhaustion (ii). Depersonalization (iii). Personal Accomplishment among secondary school teachers.
8. To find out the relationship between Age of secondary school teachers and Burnout dimensions (i). Emotional Exhaustion (ii). Depersonalization (iii). Personal Accomplishment.
9. To find out the combined influence of Organizational Role Stress, Ego Strength and Self-Actualization on Emotional Exhaustion among secondary school teachers.
10. To find out the combined influence of Organizational Role Stress, Ego Strength and Self-Actualization on Depersonalisation among secondary school teachers.
11. To find out the combined influence of Organizational Role Stress, Ego Strength and Self-Actualization on Personal Accomplishment among secondary school teachers.

12. To find out the relationship between Organizational Role Stress and Burnout by Partialling out the Ego Strength and Self-Actualization among secondary school teachers.

13. To find out the relationship between Ego Strength and Burnout by Partialling out the Organizational Role Stress and Self-Actualization among secondary school teachers.

14. To find out the relationship between Self-Actualization and Burnout by Partialling out the Organizational Role Stress and Ego-Strength among secondary school teachers.

15. To compare the three levels of Burnout between male and female secondary school teachers.

1.9 HYPOTHESES

For the objectives, number 1 to 4, no hypotheses were formulated.

1. There is no significant relationship between Organizational Roles Stress and Burnout dimensions (i). Emotional Exhaustion (ii). Depersonalization (iii). Personal Accomplishment among secondary school teachers.

2. There is no significant relationship between Ego-Strength and Burnout dimensions (i). Emotional Exhaustion (ii). Depersonalization (iii). Personal Accomplishment among secondary school teachers.

3. There is no significant relationship between Self-Actualization and Burnout dimensions (i). Emotional Exhaustion (ii). Depersonalization (iii). Personal Accomplishment among secondary school teachers.
4. There is no significant relationship between Age of secondary school teachers and Burnout dimensions (i). Emotional Exhaustion (ii). Depersonalization (iii). Personal Accomplishment.

5. There is no significant combined influence of Organizational Role Stress, Ego Strength and Self-Actualization on Emotional Exhaustion among secondary school teachers.

6. There is no significant combined influence of Organizational Role Stress, Ego Strength and Self-Actualization on Depersonalization among secondary school teachers.

7. There is no significant combined influence of Organizational Role Stress, Ego Strength and Self-Actualization on Personal Accomplishment among secondary school teachers.

8. There is no significant relationship between Organizational Role Stress and Burnout by Partialling out the Ego Strength and Self-Actualization among secondary school teachers.

9. There is no significant relationship between Ego Strength and Burnout by Partialling out the Organizational Role Stress and Self Actualization among secondary school teachers.

10. There is no significant relationship between Self-Actualization and Burnout by Partialling out the Organizational Role Stress and Ego-Strength among secondary school teachers.

11. There is no significant difference in the three levels of Burnout between male and female secondary school teachers.

1.10 DELIMITATIONS OF THE STUDY

It is not humanly possible, nor desirable for any researcher to study a set of phenomenon at all levels and from all possible angles in a time bound research like the present one. Various constraints related to the constraints
related to the constant of research and limited recourses like time and finance compel every researcher to delimit his research. The present study is delimited on the following aspects:

1. The study is delimited to schools of Delhi only.
2. The study is delimited to government schools only.
3. The study is delimited to secondary school teachers only.
4. The study is delimited to 320 secondary schools teachers only.
5. The study is delimited to only four variables namely
   - Burnout
   - Organizational Role Stress
   - Ego Strength
   - Self-Actualization