CHAPTER - II

REVIEW OF LITERATURE
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REVIEW OF RELATED LITERATURE

Stress and Burnout have become major problems of today's fast changing competitive society all over the world. These problems are growing at an alarming rate and adversely affecting the performance of people in most of the professions especially in the human services or the helping professions. The burnout and stress have been studied in numerous combinations in different professions including coaching. The studies carried out on burnout and stress have been reviewed and presented in this chapter under following headings.

1. Stress
2. Stress in Coaching Profession
3. Burnout
4. Burnout in Coaching Profession
5. Stress & Burnout
6. Factors related to Stress and Burnout
7. Measurement of Stress and Burnout.

2.1 Stress
Stress has been studied in numerous combinations in industrial psychology, management studies, behavioural psychology, administration, human services or helping professions, teaching
and coaching. Stress studies related to helping professions, teaching and coaching are presented below:

Moffett's (1983) study of "summer faculty at the University of Iowa" revealed that female, non tenure and probationary faculty experienced significantly higher levels of job stressors than male and tenure faculty. Academicians earning less than professors perceived greater stress. Faculty who classified themselves as 'type A' personalities had more job stress than those who classified themselves as 'type B'. Full time professors and academicians who had greater departmental seniority had minimum levels of perceived job strains.

Schucker's (1984) study of job stress of hospital Psychiatric nursing staff revealed that lack of rewards, poor nursing leadership, and lack of opportunity to make decisions, and to learn and use new skills were the most frequently reported job stressors.

Most of the research carried out on burnout in coaching profession has shown lower levels of burnout. It is like in any helping profession. The consequences of burnout are potentially very serious for the athletes/clients/recipients, the staff/coach, the institution/organisation in which the helper interacts. Along with reduction in the quality of care or service, Maslach and Jackson
(1981) observed that burnout "appears to be a factor in job turnover, absenteeism, and low morale and various self reported indices of personal distress including physical exhaustion, insomnia, increased use of alcohol and drugs, and marital and family problems.

Smeltzer (1987) used the stress diagnostic survey to determine the work stress among government and private industry. Results indicated that variables associated with communication at the group and individual, not organization level had the greatest effect on work stress. In addition, a 'type A' behavioural style was significantly related to role overload and responsibility for people.

Mang (1988) conducted a research study on secondary school teachers and administrators in Missouri and found that the three sources of stress consistently cited by teachers were rewards, quantitative overload and time pressure.

Nelson et al. (1989) studied personnel professionals and found that females reported significantly more stress from politics and higher levels of psychological and physiological distress, when compared with males. However, the females did not report more stress than males on variables concerning work/home, home conflicts or career progress.

Alikah (1995) analysed stress among the faculty at urban universities
in Texas by their salary level, sex, academic rank, university age

group, marital status, tenure status, or the level of classes taught

with N-302. Faculty Stress Index (FSI) developed by Walter H.

Ameleh (1982) was used, one way Analysis of Variance (ANOVA)

was used to measure the dependent variables of (1) service (2)

research (3) teaching (4) reward and recognition (5) time

constraints (6) departmental influence (7) professional identity (8)

student interaction and (9) total scale. Among the females it was

found that the middle age groups and the assistant professor had

higher stress level.

Betty (1995) investigated the differences between two groups of

teachers with different patterns of absenteeism. Significant

differences between a group of perfect attenders and a group of

poor or erratic attendance were found in certain demographic

factors and in attitude, and perception regarding school climate,

work satisfaction, job related stress, and potential for burnout from

the job.

Chuskey (1995) carried out a survey on management accountants

stress, and job strains. He found the main causes of stress to be

(1) reporting to more than one boss (2) Heavy workload under time

constraints (3) work relations in the organization. (4) a perceived

lack of career progress. They were suffering with additional source
of stress: a mismatch between their personality and the task demands of their job.

Cumming (1995) made an attempt to explore the correlation of stress and job satisfaction among urban special education teachers. Maslach Burnout Inventory, Minnesota Job Satisfaction Questionnaire and Demographic profile were used to survey over 292 special needs teachers. Results indicate that no significant differences were found among different classification of teachers. Depersonalization was found to be a significant factor in the extrinsic satisfaction, a teacher experienced in his/her job.

Larchick (1996) studied the effect of personal life stressors in teacher performance in Oklahoma middle school teachers. He designed the data to answer the following questions. (1) what are the personal life stressors that have an impact on teacher's performance? (2) What is the level of stress caused by a teacher's personal life stressors? (3) What are the coping behaviours identified by the teachers as a direct result of personal life stressors? (4) What types of human relations skills do principals utilize to respond to the effect of the personal life stressors on a teacher's job performance? (5) What are the components of an educational programme which respond effectively to the teacher's personal life stressors? The stress coping behaviours identified by
the teacher respondents reflected a trend to reduce the amount of time, teachers volunteered for committees or serve as the director and sponsors of extra curricular activities. Principals scored the lowest in human relation skills when reacting to the personal needs of teachers. Further he found out the future of education may be dramatically changed by the effects of personal life stressors on teacher performance. Teachers who do not have any sources of support available to them will either quit teaching or become less effective in their classroom instruction and in relationships with students and other teachers. Schools may lose valuable resources such as experience and training if teachers leave the profession.

2.2 **Stress in Coaching Profession**

Wright (1994) determined to find out the relationship between perception of occupational roles, coping resources and indicators of stress for NCAA Division III head women's basketball coaches. He found out that no significant interaction existed between role perceptions and coping resources. Role perceptions and coach characteristics significantly predicted strain. Within occupational roles responsibility, role insufficiency and physical environment significantly predicted strain; within coping resources-recreation and social support significantly predicted strain; and within coach characteristics - head coaches' experience significantly predicted strain. Role perception was the strongest predictor of perceived
strain followed by coping resources and coach characteristic respectively.

Kelly (1993) in the study entitled "An examination of personal/situational variables, stress appraisal, and burnout in collegiate teacher-coaches", examined (a) the relationship of personal/situational variables (social support, gender, and years of experience) to stress appraisal and (b) the relationship of stress appraisal (perceived stress, coaching issues, and role conflict) to burnout. Male (n=99) and female (n=115) teacher head basketball coaches from NCAA division III and NAIA colleges completed established measures of burnout, perceived stress, teacher coach role conflict, and social support, and measure of coaching issues developed for this study. Multivariate analysis supported the hypothesized relationships. Specially, greater satisfaction with social support, less experience and gender (females higher) were related to stress appraisal and all stress appraisal variables were positively related to burnout. Contrary to earlier studies, these teacher coaches reported moderate to high levels of burnout.

Kallus and Kellmann (1994) carried out a study entitled "Interrelation between stress and coaches' behaviour during rest periods." The purpose of their investigation was to examine the interrelation between stress and coaches' behaviour during rest periods. Subjects
were 154 German Coaches who completed the Rest Period Questionnaire and a Bibliographic Questionnaire for coaches designed to attribute stress to coaches' behaviour during rest periods. Analysis indicated that coaches who are highly stressed by the practice rate themselves significantly less active and less authoritarian during rest periods than do their low stressed colleagues. In addition, coaches who are highly stressed by the competition rate themselves significantly less warm hearted than the low stressed group.

Rainey et al. (1997) in a study on 'Rating of stress by Rugby Referees' investigated stress in officiating. Sample comprised 682 referees from Wales, Scotland and England. They used a three item rating scale. The mean values obtained indicated a moderate or low degree of stress. Like earlier studies they too concluded that most sports officials do not experience much stress while officiating.

2.3 **Burnout**

An extensive amount of research has been conducted on the phenomenon of burnout in work setting of different helping professions like nursing, psychiatry, social work, teaching and coaching. The studies reviewed are reported in the following paragraphs.
Barbara (1993) in the study entitled "variables associated with burnout and turnover intention among case managers in community mental health", made an attempt to explore burnout variables in relation to turnover intentions among case managers. This study revealed a positive and significant relationship of burnout with turnover intentions. It further revealed that the case managers expressed a number of common concerns and dissatisfactions. Low pay, excessive paper work, lack of resources, role demands, and role strain were among the main factors causing burnout.

Henry (1993) in his investigation of burnout as perceived by public high school principals explored the degree of burnout among high school principals within categories of demographic variables of age, years spent in present assignment, total years in education, school enrolment support groups planned degree programmes and enrolment in college courses. There were significant differences found to exist within three of the seven principals' demographic variables. These three variables were age, total years in education and enrolment in college courses. He also found that the principals who were forty four years old or younger had higher feelings of personal accomplishment than the principals of fifty and above age.

Joanna (1993) analysed occupational burnout among teachers in
selected urban schools in Southern University. The researcher was specially concerned with the differences in the occupational burnout scores of teachers by gender, ethnicity, marital status, age, years of experience and educational level. The study used survey method. The modified version of Maslach Burnout Inventory was used for this study. The results of the study were: (1) Canarian urban middle school teachers had a significantly higher occupational burnout score than did African-American Urban middle school teachers, (2) male and female obtained similar occupational burnout scores, (3) single and married teachers had a significantly higher occupational burnout scores than did those teachers who fell in the other marital status category, and (4) any attempt to predict teacher burnout should take into consideration marital status, ethnicity and sex.

Morelock (1994) made an attempt to explore the relationships between hardiness health and burnout among teachers in Sullivan County School system. Multiple regression technique was used to analyse the relationships among the subscales of hardiness and the sub-scales of burnout. Commitment and control from hardiness equally accounted for the greatest amount of variance in depersonalization and personal accomplishment. Age, years of teaching experience, and level taught were significantly related to the study variables. Douglas (1995) identified the psychological
factors contributing to burnout of secondary school teachers and their interrelationship with the institutional and environmental factors (like work environment, failure to meet psychological needs, disillusionment, emotional exhaustion, depersonalization and burnout). It was found that teachers' burnout is significantly influenced by the psychological disposition of an individual and is aggravated by the institution and environment in which the teacher works. The result showed that when teachers only focused on blaming the institution and environment and did not take action to protect themselves from factors contributing to burnout, like disillusionment, frustration and stress, then it led to burnout. On the other hand the teachers who accepted the responsibility to respond to stress and took positive steps to manage with the conditions contributing to disillusionment, frustration and stress were less likely to experience burnout.

Hughes (1995) determined to find out the prevalence of burnout among full time faculty members in higher education and also to find out relationship between nine demographic variables and burnout tendency. The six points Burnout Assessment Inventory (BAI) analysed data on 169 numbers. He found out that the faculty members scored moderately high in enthusiasm. Significant differences were found (at .05 level) between subscale of BAI and six demographic variables namely tenure, race, age, academic rank, marital status and medical problems.
Pichardo (1995) investigated "the effects of school environment on teacher burnout". He used Maslach Burnout Inventory (MBI) and School Environment Survey (SES) developed by him. For all the statistics performed, a significance level of alpha = 0.05 was used. A Pearson's moment correlation analysis was computed for the subscale scores of the MBI and the final scores of the SES. Emotional exhaustion correlated negatively with the perception of both, the environmental factors and administrative support. The sense of depersonalization correlated negatively with the perception of each of the environmental factors, interpersonal problems, recognition and rewards, and social support. The sense of personal accomplishment correlated positively with the perception of both interpersonal problems and recognition and rewards.

Serman (1995) studied burnout level in dual role assignment teachers of Lean County public schools with 169 subjects. Results indicated that emotional exhaustion was present in moderate levels but depersonalization and feeling of lack of personal accomplishment were low among the teachers. No relationship was found between burnout and demographic variables. Role conflict was inversely related to emotional exhaustion and depersonalization. It was further revealed that the role ambiguity did not affect the burnout level of secondary school teachers.
2.4 **Burnout in Coaching Profession**

Coaches according to Kroll and Gundersheim (1982) fit into the framework of the human service or helping profession and seem to be a prime candidate for burnout. They function in an environment that has some additional stressors such as a high pressure to win and perform, administrative and parental interference, and indifference, disciplinary problems, a multitude of different types of people they have to interact with, and diverse roles they are expected to fulfill. The studies related to coaches, trainers and physical education personnel undertaken to investigate their burnout status, factors, causes, and symptoms in different combinations were reviewed and are presented below.

**Haggerty (1982)** investigated the degree of burnout experienced by Canadian University coaches. His findings indicated that the higher a coach's measured level of burnout, the more the coach had a negative reaction to the coaching environment and the more he/she reported adverse physiological and psychological reactions to coaching. Coaching success, as measured by win/loss record, did not have an effect on burnout levels. Coaches who perceived their jobs to be stressful reported significantly greater feelings of emotional exhaustion and depersonalization. Haggerty also reported that sex was the only biographic characteristic related to burnout, with female coaches having perceptions of significantly less personal...
accomplishment than male coaches. Those individuals who coached female athletes also reported less intense feelings of personal accomplishment, perhaps attributed to the generally low status given to female athletic programs in Canada.

Gieck et al (1982) studied burnout in Athletic trainer. They followed case study approach and focused their investigation on causes, the effects of burnout, and potential mediating variables. They found that athletic trainers experience a lot of stress on the job, in that they are asked to fulfill several different roles and are also time stressed. Over a period of time, this can lead to burnout. To help alleviate this stress the authors suggest that trainers lead an active outside life, get plenty of exercise, keep a positive attitude and build in flexibility in their daily regimen. Furthermore, it was suggested that trainers need to exert more control over their environment instead of letting the situation control them. They also felt that trainers with a 'type A' personality (excessive sense and anxiety about time and urgency) were more prone to burnout since many trainers do, in fact, feel that time stress is a real problem. In concluding their study, they suggested that burnout is caused by events occurring over a period of time and that athletic trainers should attempt to prevent burnout by first developing a plan that they can follow over the time. This would begin with a thorough examination of the situations and events that are causing stress along with potential solutions for modifying or coping with these
stressors.

Wilson and Chambers (1983), in their study of Canadian University coaches, found that "approximately 20% reported serious burnout symptoms which would affect their job performance and the quality of their daily lives". In a later study, Wilson and Bird (1984) found the same results and concluded that environmental factors contributed to the amount of burnout experienced and that personal variables were not important. Specifically, coaches who a) had a greater number of hours in direct contact with the athletes, b) were full-time coaches, or c) were having a losing sessions, reported higher burnout scores.

Martin (1983) to study teacher Burnout carried out a comparison of K-12 public school physical education teachers in suburban cook county, Illinois. The investigation revealed that highest burnout was perceived by the teachers who were in 6 to 10 years of experience category. It further revealed that the level of burnout decreased with increase in number of teaching experience.

Caccese and Mayerberg (1984) used the MBI to assess the level of perceived burnout in American college female and male coaches. It was found that the sexes differed on both the emotional exhaustion and personal accomplishment subscales in terms of both frequency and intensity of response. Female coaches reported significantly
higher levels of emotional exhaustion and significantly lower levels of personal accomplishment than male coaches; there were no significant differences for depersonalization. However, in general, the scores for both groups were similar to the MBI norms.

Wilson and Bird (1984) conducted an investigation on a sample of teachers and coaches of Canadian University and found that the coaches perceived lesser burnout in comparison to the teachers. They further discovered that environmental factors were positively and significantly co-related with burnout syndrome and the personal variables were not found to be statistically insignificant. They concluded that the coaches with full time assignment spending greater numbers of hours in direct contact with athletes felt significantly more burnout than the other category coaches.

Weiss and Sisley (1984) examined the problem of coaching attrition in youth sports by asking former coaches why did they quit. Current coaches and those who had dropped out were compared on demographic characteristics, coaching orientations, self-ratings of coaching abilities, and attitudes toward program policies. The reasons cited for dropout included time involvement, conflicts with job, child no longer participating, loss of motivation, problems with unqualified officiating, and dissatisfaction with program philosophy. Current and former coaches were similar on demographic
characteristics and coaching orientations but differed on preferred coaching outcomes.

The only longitudinal research on burnout was undertaken by DePaepe et al. (1985). They administered the Maslach Burnout Inventory and the Role Questionnaire (Rizzo et al., 1970) to special physical educators at the beginning of the school year, and then just before the end of the school year. Results indicated that sex of the educator was significantly related to burnout with higher incidences of burnout found among females. Also, burnout was significantly related to the teachers' perceptions of class size. Teachers who perceived having a large class size demonstrated higher burnout scores. DePaepe et al. concluded that burnout has a gradual onset because the level of burnout among the educators remained relatively constant over the academic year. They further added that burnout is not characteristic of a reaction to a single stressful situation.

Capel (1986) in the investigation entitled 'Psychological and organizational factors related to burnout in athletic trainers' made an attempt to study the burnout status of athletic trainers by using MBI and Questionnaires [ Role conflict and role ambiguity by Rizzo et al (1970) and Internal External Locus of control by Rotter (1966)]. Three major findings were reported: (1) athletic trainers generally
experienced less burnout than other groups represented in the MBI
norms; (2) a high degree of burnout was positively correlated with
a high degree of role conflict and role ambiguity; and (3) a greater
number of athletes under the trainer's care and a longer work week
were significantly related to a higher frequency and intensity of
burnout.

Wilson et al., (1986) compared the results of studies on Canadian
University coaches with studies done in the United States and found
four distinct differences: (1) the incidence of burnout in the coaching
profession is lower than in other helping professions irrespective
of the measures of burnout; (2) the incidence of burnout among
Canadian coaches is "apparently" even lower than among their
American counterparts; (3) Canadian coaches rate more highly in
terms of feelings of personal accomplishment than do American
coaches and, in fact, their feelings of personal accomplishment
are four times higher than the feelings in other helping professions;
and, (4) there were significant differences between male and female
coaches in the United States, but there were no significant
differences among male and female coaches in Canada.

A second study conducted by Capel et el. (1987) examined burnout,
role conflict, and role ambiguity among high school basketball
coaches in six American states. Again, the Maslach Burnout
Inventory and the Role Questionnaire (Rizzo et al., 1970) were used as well as a series of demographic questions. Overall results indicated that burnout was at a low to medium level and that role conflict and role ambiguity were significant predictors of burnout. Role conflict explained the most variance on all burnout scores except depersonalization, which was best explained by role ambiguity, and diminished personal accomplishment. The latter was strongly associated with number of years as a head coach. The researchers concluded that role conflict and role ambiguity contributed 14%, at the most, to the prediction of burnout. Capel et al. (1987) recommended that the causes of role conflict and role ambiguity be examined in high school coaches examples included comparing coaches to teachers who are not coaches; comparing teacher profiles such as number of contact hours, length of time in teaching and coaching; and comparing coaches of girls' teams versus coaches of boys' teams.

Quigley, et al. (1987) investigated the degree of burnout among secondary school teacher-coaches in Alberta and identified factors which contributed to the burnout. Results indicated that the sex of the teacher-coaches, their age, the size of the school in which they worked, the amount of school administrative support for coaching and the compensation, recognition, and awards for coaching were all shown to be related to varying degrees of burnout.
Dale and Weinberg (1989) focussed on high school and college coaches to determine whether burnout is related to leadership style. Coaches completed the Maslach Burnout Inventory, the Leader Behaviour Description Questionnaire, the Social Desirability Scale, and a demographic data sheet. A significant relationship was found between burnout and leadership style. Specifically, coaches who displayed a consideration style of leadership behaviour scored significantly higher in the frequency and intensity dimensions of the emotional exhaustion and depersonalization subscales of MBI. In addition, a significant gender difference was found to be present; male coaches scored higher in both the frequency and intensity dimensions of the depersonalization subscales.

2.5 **Stress and Burnout**

Susan and Becky (1987) investigated the relationship of role conflict, role ambiguity and six demographic variables to burnout in high school basketball coaches. Respondents (N=235) included coaches from six western states. Overall, Burnout was found to be at low to medium level. Regression analysis and follow-up canonical correlation analysis indicated that role conflict and role ambiguity were the only two variables consistently related to burnout. Role conflict explained the most variance on all burnout scores except depersonalization, which was best explained by role ambiguity,
personal accomplishment and by number of years as a head coach.

Fogelson (1993) determined to find out the occupational stress and burnout among teachers and administrators in elementary school. He used the Maslach Burnout Inventory (1981), role questionnaire by Rizzo el al. (1970), a Demographic Questionnaire and Fogelson. Educator's Survey (FES) constructed for this study. The results indicated that emotional exhaustion was present in moderate levels but that depersonalization and feeling of lack of personal accomplishment were low among teachers and administrators. Levels of role conflicts and role ambiguity were also low when compared to established norms. Other influencing factors were age, grade level taught, communication styles and school governance models.

Karen (1993) studied occupational burnout in physical education faculty with the purpose to explore the prevalence of burnout, job attitudes and job stressors. The Maslach Burnout Inventory Scale (1986) and Stress Diagnostic Survey (1982) along with Job Attitude Scale were used. The study exhibited that there existed a positive and significant relationship among sex, age, marital status, coaching appointment and tenure status with emotional exhaustion. Depersonalization was found to be insignificant when demographic variables were taken into consideration and personal accomplishment was not dependent on job stressors.
Itschaki (1994) tried to explore occupational stressors and burnout among hospital social workers. Staff burnout was viewed as an adverse work-stress reaction with psychological, physiologically and behavioural components and it was found to reduce the effectiveness and efficiency of service organisations by the researcher. The association between burnout and 21 work factor variables were examined in the organization structure along with the role of social workers, as well as their relationship with colleagues supervisors and interdisciplinary staff members.

Burnout was found to be more likely to occur among less educated and less experienced social workers who were holding lower position in the organisation. Simple correlations between burnout and all the work factors variables were obtained and were found to range from high to very high. All the independent variables were found to be highly interrelated, with simple correlation co-efficients ranging from high to very high. Factor analysis was applied to reduce the number of variables to manageable size and regroup them based on the obtained statistical interrelation between them. Regression analysis further reduced the number of independent variables to seven. These variables are presented here in the order of their strength in relation to burnout (1) role conflict; (2) qualitative work overload; (3) role clarity; (4) experienced confidence to exert
professional judgement in relationship with interdisciplinary staff members; (5) relationship with social work staff; (6) relationship with social work administration; (7) participation in discussion making.

Margaret (1994) studied the relationship between burnout and sources of stress as perceived by selected bilingual education teachers. She used Maslach Burnout Inventory and Stressful Teaching Situation Questionnaire (Part 1). In the self-reported rating she identified the prevalence of high, moderate and low levels of emotional exhaustion, depersonalization and personal accomplishments. The responses of all the 190 teachers were further analysed using multiple regression and Pearson's 'r' correlations. These exhibited that age was significantly and positively related to burnout. Interpersonal relationships, instructional management and administrative policies were identified as resources of stress which clearly and significantly explained the variance of all three dimensions of burnout.

Czerniakowski (1996) studied the relationship of stress and burnout to coping strategies preferred by public elementary principals in Pennsylvania. In his study he used the Administrative Stress Index (ASI), the Maslach Burnout Inventory (MBI), Roesch Coping Preference Scale (RCPS), and Personal Data Sheet. The responses
were analysed and computed for percentage distribution, analysis of variance, Pearson product moment correlation and multiple linear regression analysis. Results indicated moderate levels of stress and burnout in the principals from the administrative constraints such as increased workloads and excessive meetings.

Garwood (1996) studied Burnout level stress of school based administrators. The major purposes of this study were to (1) investigate the self-reported stress levels of school based administrators in a large urban school system, (2) identify variables related to reported stress levels, and (3) suggest strategies to manage stress in order to prevent burnout. This study was conducted utilizing 201 school based administrators (elementary n=96, middle n=51, high n=50) from Broward County. The instrument used in this study was the Administrative Stress Index (ASI) developed and validated by Gmelch and Swent (1982). It reflects four basic sources of stressors of school based administrators (a) role based stress, (b) task based stress, (c) boundary spanning stress and (d) conflict mediating stress (coefficient alphas of each dimension were .70 or higher). A mailed survey and one follow up yielded a response rate of seventy eight per cent (78%).

The results indicated that the stress level of the selected administrators were moderate with no stress level mean above 2.89
out of a mean stress level range of 1 (lowest) to 5 (highest). A significant difference in Stress Level (.05 level) between principals and assistant principals was reported in case of role based stress and boundary spanning stress. No significant differences in the stress levels of administrators for high, middle or elementary schools were found. Although the collected data suggest that administrators with more years of experience report lower stress levels, the differences were not statistically significant.

2.6 Factors Related to Stress and Burnout

Most of the studies carried out on stress and burnout in the helping professions, human services or people's professions which demand direct contact with people and expect one to play multiple roles of diverse nature, clearly bring out many factors that are related with these syndrome. These factors can broadly be divided into two categories, namely, individual factors and occupational factors.

2.6.1 Individual factors

There are numerous studies that have investigated individual factors such as personality, motives, sex, age, marital status, family status and educational qualifications in relation to stress and burnout.

**Personality**: Studies carried out by Freudenberger and Richelson (1980) and Maslach (1982) have revealed that underachievers and
happy go lucky type people do not experience stress and burnout conditions. On the contrary the goal oriented people who strive for ideals in job, marriage and wish their children to shine are prime candidates of stress and burnout. People with over-commitment and over-dedication score highest on burnout scales. Also people with weak personality, lack of self confidence and self esteem, inadequate knowledge of one's personal limitations, suffer with these syndromes.

**Motives:** Maslach (1982) further investigated the personal motivations that lead people to enter a career of caregiving. Although caregiving appears to stem from altruistic and selfless motives, in which others and their well being take precedence over oneself, Maslach (1982) cited other "selfish" reasons for helping others:

Some helpers have a strong need for approval and affection, which can be satisfied by expressions of appreciation from grateful recipients. Some people may become helpers to gain a sense of self-worth or to give a boost to their self-esteem. Other helpers may be motivated by feelings of guilt, which they hope to expiate through their good deeds, still others, who may have difficulty in establishing close personal relationships, may use the helping situation as a way of satisfying their need for intimacy... In addition to satisfying personal needs, helping relationships may be used as vehicles for personal growth... for the helper, and not just for the recipient... In some cases, helping people is not viewed as just a job but as an expression of one's personal identity..... People may also enter certain helping occupations as a way of working out their own
problems... Other people may want to avoid dealing with their personal problems and will enter a helping career to focus on someone else's troubles instead of one's own.

Although self-serving motives are not necessarily bad motives, they are dangerous when they interfere with the quality of the care that is provided. This in turn can be a source of emotional stress that may lead to burnout.

**Sex:** Research conducted by Justice et al. (1981), Maslach (1982), and Maslach and Jackson (1985) determined similar results in their comparison of burnout among men and women. Women tend to experience more emotional exhaustion, in terms of both frequency and intensity while men tend to experience more depersonalization also in terms of frequency and intensity. Men also score higher than women on feelings of diminished personal accomplishment both for frequency and intensity.

Pines et al. (1981) cited women’s sensitivity to the social aspects of life and work as the reason why women considered "people" a greater source of stress in their work than did men. A second explanation offered was the disproportionate representation of women in the human service professions which have more "people" stresses. In another study (Pines et al., 1981), women reported using social support system for coping with tedium more than men,
and reported social strategies to be more effective than did men. Women seemed better able than men to share work stresses by discussing their sources of stress and talking openly about their doubts, problems, and failures.

**Age**: Burnout has been found to be greatest among younger people (Golembiewski, Munzenrider, & Stevenson, 1986; Maslach, 1982). Maslach (1982) suggested that "older but wiser' seems to be the case here with increased age, people are more stable and mature, have a more balanced perspective on life, and are less prone to the excesses of stress or burnout". Golembiewski et al. (1986) concurred that as people get older, they may develop better coping skills or more realistic expectations of what they will be able to accomplish. Maslach (1982) offered another explanation:

Generally, people who have difficulty in dealing with burnout at this point, when they are younger and newer to the job, may leave the profession entirely. The older people workers are the survivors - the ones who managed to handle the early threat of burnout and stayed on to do well in their careers. Not surprisingly, then, they report less burnout than their younger colleagues.

In short, the first bout with burnout often occurs in the first few years of one's career.
**Years of Experience:** Golembiewski et al. (1986) and Whitehead (1985) have shown that a curvilinear relationship exists between years of experience and burnout. People with fewer than two or more than ten years of service experienced the lowest burnout. Cardinell's study (1981), on the other hand, indicated a wide range of years for susceptibility to burnout - roughly age thirty to fifty. During this period, workers face the frustration of having their commitment to the profession possibly outstrip the satisfaction they obtain from it. This period is termed the "burnout hazard years".

Erikson (1950) postulated that individuals pass through several stages in the development of their career. According to Ivancevich and Matteson (1980), "since each stage has a different set of objectives, with the individual attempting to meet different needs, different stressors tend to be prominent at each stage". Thus, both years of experience and age, because they are related to career stages, may moderate the potential effect of stress and burnout.

**Marital and Family Status:** Research has determined that higher levels of burnout exist among single people (Golembiewski et al., 1986; Maslach and Jackson, 1981). Those who are divorced generally fall in between single and married people; they are closer to the singles in terms of higher emotional exhaustion, but closer to the married people in terms of lower depersonalization and greater sense of diminished personal accomplishment. Furthermore, it was
found that burnout is reduced in people with children. Shubin (1978) has suggested that marriage may provide a form of social support that can counteract the tendency towards total detachment or toward over involvement with a job.

**Education:** The greatest amount of burnout has been found for people in the human services professions who have completed postsecondary education but have not had any postgraduate training. Less burnout has been found for people with less education, and in particular for those who have had some college experience but not a full four years (Maslach, 1982). One possible explanation offered by Maslach (1982) for these results is that people with different amounts of education enter different types of jobs. Postgraduate training may equip individuals to cope more successfully with burnout. Another possible explanation is that people with higher levels of education have higher personal expectations. If they are not well prepared for the reality of their jobs, this reality may clash with their ideals resulting in disillusionment and burnout. Less educated people may not have the same high aspirations. Thus, the gap between their goals and their actual achievements is less.

26.2 **Occupational Factors**

Numerous occupational factors have been found to contribute to
stress and burnout; however, research has found that stress contributes more to explaining the occurrence of burnout than either individual or organizational factors alone (Argyle & Little, 1972; Wishnietsky & Felder, 1989). Several fields of study including psychology, physiology, medicine, sociology, anthropology, and business have examined both the psychological and physiological effects of stress upon humans. Jacobson (1978) used the term nervous tension for stress and he defined it as the excessive contracting of muscle fibres, which occur during demanding situations. The exact opposite of excessive muscle tension and the absence of unnecessary muscle contraction is relaxation. Jacobson's research found that certain tension disorders result from muscle tension-high blood pressure, peptic ulcers, premature heart attacks, or spastic colon. Although he recognized that we live in a tense and competitive society, he concluded that "by avoiding undue tension and by the use of relaxation, we can prevent, or at least slow down the development of tension disorders and degenerative diseases such as ulcer and coronary heart disease".

Hans Selye began studying the body's physiological response to stress in 1926. On the basis of his definition that stress is "the nonspecific response of the body to any demand made upon it" (Selye, 1976), Selye concluded that stress cannot and should not be avoided. He discovered that animals continually exposed to stress
for long periods go through what he termed the "General Adaptation Syndrome". This consists of three stages - initial alarm reaction, followed by resistance, and eventually exhaustion. Selye further distinguished between stress that is "bad" (distress) and stress that is "good" (eustress).

Walter Cannon (1932) first described the physiological reaction to stress as "fight or flight". He noted that in times of emergency, the body automatically reacts by certain bodily changes - heightened alertness, faster heartbeat, and increased respiration. This reaction was necessary for the survival of ancient humankind.... humans had to either fight or flee a distressful event using swift and energetic action. In today's society, the reaction is still similar... one may either choose to fight the person/thing causing the stress or flee from it by means of procrastination, withdrawal, avoidance, or transference to another individual.

Over the years, a growing body of evidence has emerged which contributes to a suggestion that occupational distress (i.e., negative environmental factors or stressors) causes health problems and job burnout. Cohen (1978) described stressors as "events in the environment that require greater than usual adaptive responses from the body". The most frequently cited stressors are role ambiguity and role conflict (Cherniss, 1980; Kahn, 1978). According to
Hamner and Tosi (1974). When the behaviours expected of an individual by others in the organization are inconsistent, he/she will be in a state of role conflict and will experience stress, become dissatisfied, and perform less effectively than if the expectations did not conflict.

They further state that role ambiguity will result from a lack of information about the role tasks. If an employee does not know what his/her duties are, what authority he/she possesses, or how he/she is to be evaluated, he/she may hesitate to make decisions and will have to rely on trial and error learning in meeting the expectations of the organization.

Research has shown the role conflict and role ambiguity result in undesirable consequences for both the organizational members and for the organization itself (Rizzo, House and Lirtzman, 1970; Hamner & Tosi, 1974).

Seven other major causes of occupational burnout were described by Cedoline (1982): lack of control over one's destiny, lack of occupational feedback and communication, work overload or underload, contact overload, role conflict/ambiguity, individual factors, and training deficiencies. Four factors were noted by Gallery et al. (1981) as quoted by Fimian, (1984): role ambiguity,
role conflict, role overload, and lack of administrative support. Pines et al. (1981) cited three antecedents of tedium in bureaucratic organizations: overload, lack of autonomy, and lack of rewards. Similar factors were described by Maslach (1982): overload, lack of a sense of control, conflicts with co-workers, conflicts with supervisors, and conflicts with the organization's goals, policies and procedures.

In Weiskopf's (1980) study of burnout among teachers of exceptional children, work overload and lack of perceived success were presented as the key contributing factors. Crase's (1980) investigation of antecedents of faculty frustration focussed on poor economic conditions. Freudenberger (1974) and Patrick (1979) both cited overcommitment, excessive dedication, and lack of awareness of one's limitations, while Patrick (1979) also highlighted lack of support system, stresses in personal lives, and emotional demands. Bartolome and Evans (1980) proposed that burnout may result from five factors: a change in one's life, a lack of fit between an individual and one's job, the absence of skills on the job, a dislike for the job, and a conflict between one's own values and those required by the job.

2.7 **Measurements of Stress and Burnout**

Through research better empirical investigative procedures have
been developed over the years; however, burnout is still difficult to measure due to the numerous definitions, symptoms and causes ascribed to it. Freudenberger (1974) first developed a self evaluation measurement, which contained the question, "Are you burning out?" Subjects were required to review their previous six months and respond to fifteen questions concerning themselves and their work environment. Using a 5 point scale, they assigned numbers ranging from 1 ("no or little change") to 5 ("a great deal of change") to represent the degree of perceived change. According to Freudenberger, high scores indicated that the sooner the subjects became kinder to themselves, the better they would feel. Although no studies utilized this instrument for research purposes, it was used in workshops of burnout.

The most accepted and widely used instrument to test burnout in the helping professions is the Maslach Burnout Inventory (MBI) developed by Maslach and Jackson (1981). The MBI has been found to have good internal consistency, test retest reliability and external validity. Consequently, it has been widely used and generally accepted. The MBI a 22-item test with a multi-point rating format, measures three components of burnout, namely emotional exhaustion, depersonalization and personal accomplishment. The first sub scale, emotional exhaustion contains nine items that characterize feelings of being emotionally over extended and
exhausted at work. The depersonalization sub scale contains five items that describe the impersonal or unfeeling response to the individual's clients. The third subscale, personal accomplishment, contains 8 items describing the individual's feelings of competence and accomplishment at work. The frequency that the respondent experiences feelings related to each item is assessed using a six point, fully anchored response format. A high degree of burnout is reflected in high scores on the emotional exhaustion and depersonalization sub scales and in low scores on the personal accomplishment sub scale. Numerical cut-off points are provided for each sub scale ranging from low to moderate to high degrees of experienced burnout. The scores for each subscale are considered separately and are not combined into a single, total score. Thus, three scores are computed for each respondent.

Golembiewski, Munzenrider, and Carter (1983) have used the MBI to develop a phase model approach to burnout. In this model, burnout is conceptualized as a process rather than as a single event and eight phases of burnout are outlined. In addition, depersonalization is seen as the least potent contributor to burnout followed by personal accomplishment and finally emotional exhaustion.

An instrument used to test tedium was developed by Pines et al (1981) Respondents are asked to check how often he/she
experiences each of the feelings indicated in the 21 items of the test. The response scale ranges from 1 ("never") to 7 ("always"). A mathematical computation is used to determine the final tedium score.

The Gillespie-Numerof Burnout Inventory was developed by Gillespie and Numerof in 1984 and consists of 10 items. Subjects respond to these 10 items using an 8 point response format with anchors of 7 "always", 4 and 3 "some times", and 0 "never".

The majority of the research involving stressors and burnout have utilized the Role-Questionnaire developed by Rizzo et al. (1970) and the Maslach Burnout Inventory as the Chief Measurement instruments. The Role questionnaire had been the most widely used scale for measuring role conflict and role ambiguity (Schuler, Aldag, and Brief, 1977; Tracy and Johnson, 1981) until the early 1980's. However its usage diminished when Ivancevich and Matteson (1982) developed the Stress Diagnostic Survey (SDS) to measure occupational stressors. Several versions were tested and revised. The present SDS (Ivancevich and Matteson, 1990b, 1990c, Ivancevich, Matteson and Dorin 1990) is a multidimensional self-reporting inventory containing 68 items that reflect perceived stress in terms of 17 work related dimensions. These dimensions are categorized as either macrostressors (politics, human resource development, rewards, participation, underutilization, supervisory
style, organization structure, work flow) or micro stressors (role ambiguity, role conflict, quantitative overload, qualitative overload, career progress, responsibility for people, time pressure, job scope, technology).

The macrostressors relate to the general environment of the organization while the microstressors are more related to the Person's job. Each of the dimensions is assessed using four items. The dimensions were determined by factor analysis with data from over 2000 individuals. Respondents are asked to indicate on a 7 point scale ranging from "Never" to "Always" the frequency with which the condition the items describes is source of stress. The stress diagnostic survey has become a more effective determiner of job stressors, because of its inclusion of additional stressors.

Another instrument developed by Fimian (1984) to measure occupational stress in teachers is called the Teacher Stress Inventory. It contains six factors considered to be related to stress: personal/professional stressors; professional distress; discipline and motivation; emotional manifestations; biobehavioural manifestations; and physiological fatigue manifestations. Each factor contains various statements that are measured in terms of perceived strength of stressful events and frequency with which they occur.