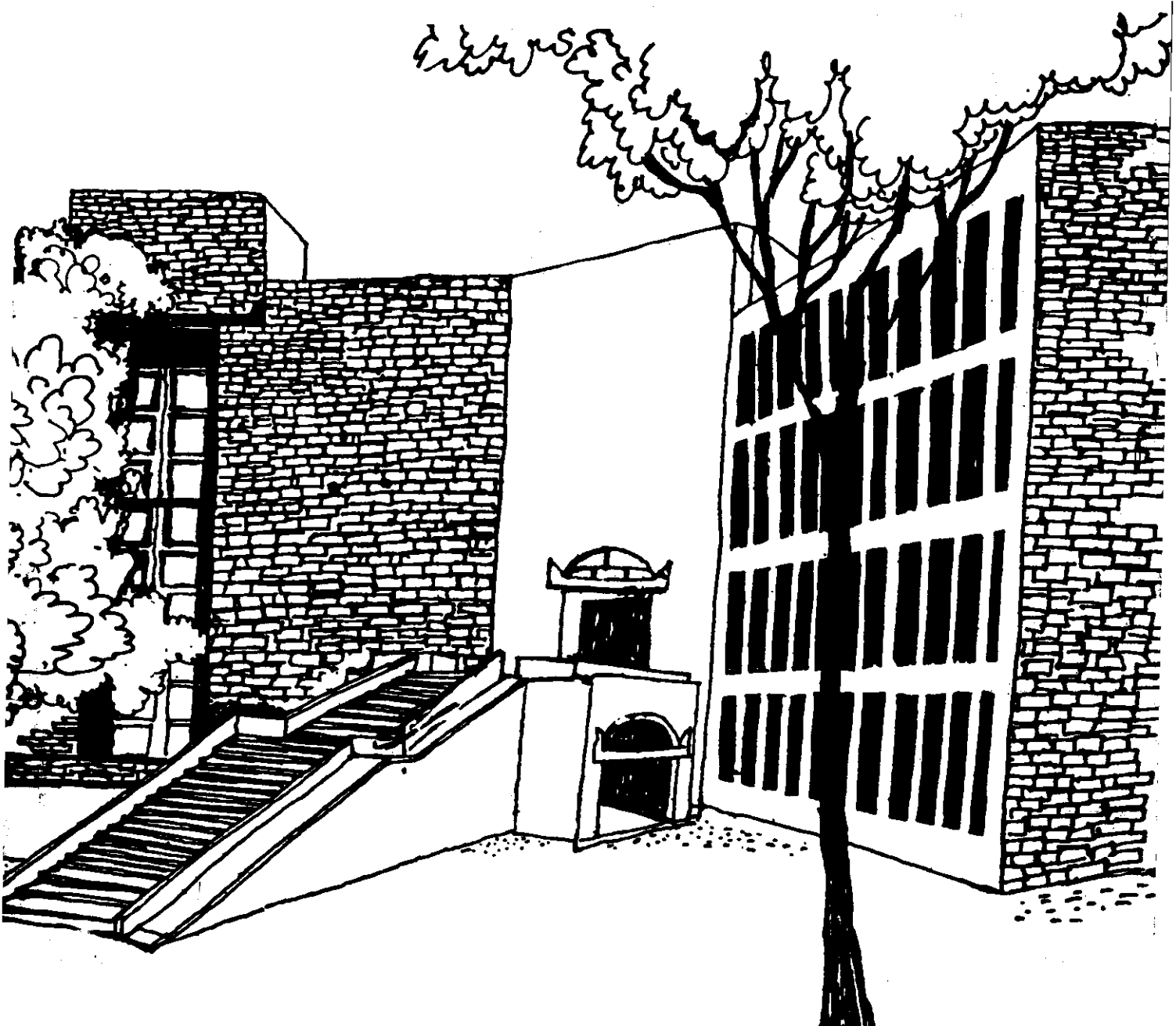




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Working Paper



**A Study of Organizational Role Stress in Relation
to Job Burnout among University Teachers**

By

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A study of Organizational Role Stress in relation to Job Burnout
among University teachers

*** D.M.Pestonjee and ** Syed Mohd. Azeem**

ABSTRACT

The present study investigates the relationships between organizational role stress and job burnout among university teachers. The sample consisted of (N=300) university teachers, which has been classified into three groups of 100 each. The results of the study indicate that organizational role stress is highly correlated with job burnout among all the three groups of teachers (Lecturers, Readers and Professors). Lecturers have higher level of role stress as compared to other two counterparts and are found to be significantly different from Readers and professors on demographic variables and their level of role stress and emotional exhaustion. Readers are found to be significantly different on Role Erosion, Role Overload, Self-Role Distance, Resource Inadequacy and Total ORS from the Professors but not found to be significantly different on the level of job burnout. Professors are found to have least amount of the level of stress and burnout as compared to Readers and Lecturers. Stepwise multiple regression analyses suggested that Total ORS, Role Erosion, Role Overload, Resource Inadequacy, Role Isolation, and Role Ambiguity are common Significant predictors of job burnout among al these three groups.

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Researchers investigating organizational stress have noted a number of dysfunctional outcomes resulting from stress both physiological and psychological, which ultimately affect the functioning, and effectiveness of the organisation and its employees. Stress and burnout are important concerns for those involved in human service. Over the last few years, burnout has become a “buzzword” used to convey an almost unlimited variety of social and personal problems. Burnout refers to the loss of enthusiasm, excitement and essence of mission in one’s work. It also causes feeling of helplessness, hopelessness, depression, meaninglessness, negative self-concept and attitude toward work, life and other people. The rate of absenteeism has also been found very high in the case of burnout professionals. Burnout professional becomes noticeably less idealistic and more rigid. Burnout may also have impairing effect on the performance of the workers. There is considerable evidence that burnout is directly associated with adverse health and well being of the people (Maslach and Jackson, 1981). Burnout leads to emotional stress (often manifest as esteem), Physiological problems (Ulcers, Headache, backaches, fatigue, and high blood pressure) and increased marital and family conflicts. Where as stress has been defined as a state wherein expected functioning of the employees get disturbed Mechanic, (1962). Still researches in the realm of burnout are quite limited, contradictory and incomplete. Therefore, present investigation is aimed to observe the influence of organisational role stress on job burnout among University teachers. Some demographic variables likewise age, and job tenure are also taken into good consideration in order to widen up the scope of present investigation.

In a treatise on stress, Paine (1982) has observed "Burnout stress syndrome (BOSS), the consequences of high level of job stress, personal frustration and inadequate coping skills, has major personal, Organisational and social costs and these costs are probably increasing".

BOSS is a debilitating psychological condition brought about by unrelieved work stress, resulting in depletion of energy reserves, lowered resistance to illness, increased dissatisfaction and pessimism, and increased absenteeism and inefficiency at work (Veningale and Spradley, 1981).

Burnout process is consistent with the stress-strain coping framework (Lazarus and Folkman, 1984). Where emotional exhaustion can be viewed as a form of strain and depersonalisation as a form of coping (Lee and Ashforth, 1993a).

Burnout has become an explanation for all sorts of decrements and deficiencies (Freudenberger, 1977,1980) Most discussion of burnout emphasize contact with people and the factors that made contact particularly difficult or emotionally stressful. The primary focus of burnout attention has been on people-helping job and professions (Human services, health care, and education). Probably because these are people work-work situation par excellence. Those in people-helping jobs or professions as Maslach and Jackson explain (1981)," they are often required to spend considerable time in intense involvement with troubled people, and these exchanges commonly become charged with feeling of anger, embarrassment, frustration, fear or despair". The resulting chronic tension and stress can be emotionally training, which leaves the professional "empty" and "burnout".

Burnout is also a construct used to explain observable decrements in the typical quantity and quality of work performed by a person on the job. Presumably, the people who are burning out are experience psychological distress as a consequence of their exposure to stressors and

frustrations that exceed their tolerance and resources for successfully coping with stress and frustration.

SYMPTOMS OF BURNOUT :

When an individual burns out, there are five stages of his/her symptoms:

1. The individual who burns out is likely to be very enthusiastic, when first entering the organisation. One can become emotionally exhausted unless there is first an emotional commitment.
2. The initial enthusiasm soon gives way to stagnation as the individual realizes that he or she will not be able to solve the entire problem the organisation faces.
3. This leads to frustration on the part of the individual because important problems are not being solved.
4. This frustration may eventually lead to apathy towards the organisation.
5. Eventually the only way an individual may be able to do something about his or her individual burnout is through outside intervention. This intervention may take the form of counseling or, more likely, leaving the situation that caused the burnout.

Burnout according to Caldwell and Ihrke is job related. It is not caused by problems at home. While the presence of a strong family support at home may help alleviate the development of burnout in an individual, family problems do not cause someone to burnout on a particular job. The employees most likely to burnout are enthusiastic, young and idealistic. Burnout is caused by strong idealistic commitment that runs head into the realistic of a particular position.

Burnout professionals are more frequently absent or late for work than their non-burnout colleagues, they become noticeably less idealistic and more rigid, their performance at work deteriorates markedly, and they may fantasize or actually plan on leaving the profession. Further

more, the frustration attendant to the phenomenon of burnout may lead to emotional stress (often manifest as esteem), psychosomatic problems (Insomnia, ulcers, headaches, backaches, fatigue, high blood pressure) and increased marital and family conflicts. First of all, there is a general agreement that burnout occurs at an individual levels, second, there is general agreement that burnout is an internal psychological experience involving feeling, attitudes, motives and expectations, third, there is a general experience for the individual in that it concern problems, distress, discomfort, dysfunction and/or negative consequences.

CAUSES OF BURNOUT:

It has been observed in literature and in relevant studies on burnout that burnout is an important issue in human services, like, nurses, teachers, doctors, social workers, police officers etc. There are some important reasons of this issue, which may be as follows:

1. Burnout clearly affects the staff member's moral and psychological wellbeing.
2. Burnout seems to affects the quality of care and treatment provided to clients
3. Burnout may have a strong influence on administration functions, high rates of burnout can cause havoc in community programme.
4. Finally, burnout in other community settings would seem to be legitimate in fact, necessary concern of human service programme.

Paine (1984) gives the reason, why professionals are victims to burnedout: -

- I. Chronic distress is causal factors in burnout.
- II. Burnout is real person problem.
- III. Burnout is a human condition.

IV. Burnout is an energy crisis.

V. Burnout affects the whole person.

Different psychologist described different causes of burnout. Among the most cited factors are: over commitment, excessive dedication, lack of awareness of one's limitations (Freudenberger, 1975;Freudenberger, 1977;Patric, 1979), lack of separation between one's life and work (Mattingly, 1977), stressful working conditions or environment (Maslach & Pines, 1979; Pines & Maslach, 1973), responsibility without authority or resources to accomplishments, lack of support system, stress in personal lives, emotional demands and a failure to realize one's expectations.

Patric contents that professionals require unidirectional giving increase to the risk of burnout. Often person with many of the most valued and appreciated personal qualities seek careers that support use of these inherent or developing capacities; their success may support burnout risk factors.

Harris (1984) reported that the organisational variables related to burnout include bureaucratisation, communication, and level of decision making, role models, job expectation, physical environment and psychological environment. Schwab (1973) contends that people involved in prolonged constant, intensive interaction with people in an emotionally charged atmosphere are susceptible to the symptoms of burnout.

Pareek (1982) describe nine factors, which contribute either to glow up or burnout: these are as follows-

1. **Level of Stress:** When stress is either too little or too much it leads to hyperstress or hypostress.

2. **Type of Stress:** It can be either functional or dysfunctional-the first is called 'eustress' and the second 'Dystress'.
3. **Personality:** There are certain personality dimensions which lead to burnout:-external locus of control (a feeling that the executive is being controlled by other people and force), low interpersonal trust, low self esteem, rigidity and suspiciousness, withdrawal, alienation and machiavellism (a tendency to manipulate people).
4. **Nature of Job or the role:** The job is highly routinised, does not allow any diversity or freedom and does not provide opportunity for creativity and growth, it can lead to burnout. Research has found that role efficacy has a very negative relationship with perceived role stress.
5. **Non-Work Life:** The executive's social or economic conditions, family life and relationships, family and other obligations, health conditions, etc, also contribute to his glow up or burnout.
6. **Life Style:** The pattern of structuring one's time may be called the life style. Stress dissipating life style, contributing to executive glow up, is characterised by a relaxed life, taking up creative pursuits, spending meaningful time with family and friends, involvement in meaningful activities like religion, ideology, social cause, working for underprivileged, etc. on the other hand, stress absorbing life style is characterised by narrow interest, limiting oneself to work and leading a tense and structural living, such people are called workaholics.
7. **Role Style:** Role style can be broadly classified into avoidance and approach. Approach is indicated by hope or success, influence, orderliness, relevance, acceptance and growth. Avoidance style is indicated by an executive acting out of fear of failure, helplessness, chaos, irrelevance exclusion or inadequacy.

8. Coping Style: Dysfunctional style is characterised by fatalism, blaming, showing aggression towards others and defensive mode-denying the stress or justifying or rationalising it. Functional styles are persistent in nature, characterised by the hope for the solution of a problem or attempts to solve the problem alone or seeking others help or jointly working with others for the solution.

9. Organisational Climate: A supportive Organisational climate can as much contribute to executive glow up as a hostile climate to executive burnout, one finding showed that organisational climate perceived as developing excellence in people was significantly associated with low role stress and one perceive as characterised by strong control over people with high role stress.

Iwanicki (1981) has provided a current perspective on teacher's stress and burnout. According to him, societal sources of distress results from the pressure placed on schools by social and political forces in the community. Another major source of distress among educators resulted from the failure of Schools to organise properly to meet the demands of the public as well as the needs of teachers and students. The most cited sources of burnout among teachers are role related distress, classroom discipline problems, difficulty in developing appropriate instructional problems for students with special needs, finding sufficient time for professional development and developing positive relations with administrators, poor teachers and parents. These societal, organisational and role related sources of teacher distress are inter-related and cumulative. A review of literature on teachers burnout indicates that burnout is caused by high levels of stress related to inordinate time demands, inadequate relationship, large classroom size, lack of resources, isolation, fear of violence, role ambiguity, limited promotional opportunities and lack

of support(Cunningham,1983). Glicken (1983) has found that the following categories of behaviour or personality types are associated with burnout:

1. **Obsession with self**
2. **Obsession with outside forces**
3. **Need for complete control**
4. **Fear of charge**
5. **Need for constant excitement and**
6. **Unrealistic expectations**

Some Job characteristics that may lead to burnout include responsibility without authority, lack of control and high involvement with people, some individual characteristics that may contribute to burnout includes: -Type A behaviour pattern, a lack of sense of control and undue emphasis on the job in one's hierarchy of values.

Researches on the causes of burnout have emphasised factors in the work environment to be relatively more important than characteristics of individuals. Lack of clarity, control, support and feedback as well as work overload were particularly significant sources of burnout in education.

Russell, Altmaier & Volzen (1987) studied burnout in teachers and concluded that negative aspects of job are among the stressors that confront teachers.

Kyricou et.al.,(1978) has reported that teacher stress and burnout stems from- (1) the mounting evidence that prolonged occupational stress can lead to both mental and physical health. (2) a general concern to improve the quality of the teachers working lives(3) a concern that stress and burnout may significantly impacts the working relationship a teacher has with his pupils and the quality of teaching and commitment he is able to display. Thus, burnout is considered a problem

that is found primarily with the helping professions and the major reason for this is the intense involvement with people that characterised these jobs (Paine, 1984).

Burnout, though is more than a “hot topic”. It is a serious issue that affects the welfare of not only millions of human services workers but of their tens millions of clients as well. Teachers and their students, psychotherapist and their patients, caseworkers and their clients are all potential victims of the attitude and behaviour that are the characteristics of burnout. Burnout has most often been discussed and written about in relation to teaching and teachers. Burned out teachers like other burnout professionals, complain of psychosomatic symptoms (e.g., exhaustion, insomnia, ulcer, headaches) as well as family conflicts (Cherniss, 1980; Freudenberger & Richelson, 1980; Maslach, 1976; Mc Guire, 1979).

CONSEQUENCES OF BURNOUT :

Service employees typically begin their career with a strong sense of commitment and sacrifice (Cherniss, 1980). Initially, the career is seen as intrinsically rewarding and major source of gratification, but as work demands and interaction with others begin to take their toll, many come to feel increasingly isolated and less committed. They become less interested in the intrinsic aspects of their work and more interested in the extrinsic rewards (Edelwich and Broadsky, 1980). The decreased professional commitment thus reflects a shift in attitudes concerning the significance of work (i.e. the career is seen as a burden rather than a calling), and represents one way of reducing emotional strain. Edelwich and Broadsky (1980) suggest that when apathy takes hold, employees either give up on the job by becoming less committed or give up the job and profession altogether. Career dissatisfaction can thus lead to thoughts of changing careers, which in turn may lead to job search behaviours. Hence, in addition to the

direct link between burnout and turnover intentions posited in Lee and Ashforth, it is likely that burnout may indirectly affect such intentions through decreased professional commitment. The model is also hold that emotional exhaustion is indirectly a function of (1) social support, and (2) direct and indirect control, since previous literature has tended to argue that social support and control exert a more direct effect on burnout (e.g. Cherniss, 1980;Shinn, Rosarie, Morch and Chestnut, 1984). In turn, emotional exhaustion is directly related to :-

- I. Depersonalisation and reduced personal accomplishment and
- II. Psychological withdrawal, including turnover intentions and reduced professional commitment.

Shelly identified 32 significant organisational job specific and individual variables of burnout among respiratory care practitioners in Georgia.

Significant relationships were indicated between certain organisational and individual variables and burnout. Of, these the strongest were time off, control, respect, role clarity, job stress, satisfaction with work, age, number of dependent children at home, social support and health. Further, burnout, absenteeism and attribution were related. Finally, as job satisfaction declined, burnout increased.

METHODOLOGY:

SAMPLE:

Thus, the purpose of the present research is to study “ burnout “ in case of University-level teachers as related to role stress. The study also aims at finding out the relationship between some personal characteristics of the teachers which could also contribute to the level of burnout they experienced, for example, age and tenure of services.

In the present study the sample was randomly selected from Aligarh Muslim University. It consisted of 300 teachers from different faculties of the University. The sample has been classified into three groups of 100 each as Lecturers, Readers and Professors. The gender of the sample was not taken into consideration. Mean and Range of Age and Tenure are given in the table below:

GROUP	MEAN AGE	RANGE	MEAN TENURE	RANGE
LECTURERS	37.13	24 – 48	8.47	1 – 17
READERS	50.36	38 – 58	23.02	12 – 29
PROFESSORS	44.5	44 – 59	20.1	15 - 32

Table.1

TOOLS USED:

BURNOUT:

Maslach defines burnout as the loss of concern for the people with whom one is working in response to job related stress and came to treat them in detached or even dehumanized manner.

The Maslach Burnout Inventory was used in order to measure the burnout among teachers in the present study (MBI, Maslach and Jackson, 1981). The MBI consist of 22 items that are divided into three sub-scales:

1. Emotional Exhaustion (EE)-It is a state caused by excessive psychological and emotional demands made on people in helping professions.
2. Depersonalization (DP): -This refers to treating people like object and development of negative attitude toward one's self, toward work and life.
3. Personal Accomplishment (PA): -The demotivational effects of feeling of inefficiency about their ability to related to recipients and this may result in a self -imposed verdict of failure.

The items comprising these sub scales are presented on following:

SUBSCALES	ITEMS NO.
1. Emotional Exhaustion	1,2,3,4,5,6,7,8,9
2. Depersonalization	10,11,12,13,14
3. Personal Accomplishment	15,16,17,18,19,20,21,22

Each item is rated 1(very mild) to 7(very strong). A place is provided for the respondent to check "never" if the feeling or attitude described is never experienced. According to Maslach and Jackson person with higher scores on the Emotional Exhaustion and Depersonalisation sub scales and with low scores on Personal Accomplishment sub scale would be perceiving themselves as burnout. Thus, a person is not classified as "burnout" or "not burnout" but rather placed on a continuum from "more burnout" to "less burnout".

The scores range from 1 to 7 with corresponding qualitative categories. These are presented below :

1.	Very mild
2.	Mild
3.	Some what moderate
4.	Moderate
5.	Some what strong
6.	Strong
7.	Very Strong

A place is provided for the respondent to check “never”, and for this score of 0 was given. Scoring was done separately for each subscale as Maslach & Jackson, suggests, therefor there will be minimum score of 1 and maximum score of 63 for EE and 1-35 for DP and 1-56 for PA.

ORGANIZATIONAL ROLE STRESS:

Pareek’s (1976) definition of role as the position occupied by a person as defined by the expectations of significant persons, including the role occupant, indicates that there are inherent problems in the performance of a role and therefore stress is inevitable.

Pareek’s (1983) Organisational Role Stress scale (ORS) was used to measure individuals’ “role stress” within an organisation. This scale is comprised of the following role stress dimensions.

1. Inter Role Distance (IRD)
2. Role Stagnation (RS)
3. Role expectation conflict (REC)

- 4.Role Erosion (RE)
- 5.Role Overload (RO)
- 6.Role Isolation (RI)
- 7.Personal Inadequacy (PI)
- 8.Self Role Distance (SRD)
- 9.Role Ambiguity (RA)
10. Resource Inadequacy (RIn)

The Organisational Role Stress scale is 5 point rating scale:

0	If you never or rarely feel that way
1	If you occasionally feel that way
2	If you sometimes feel that way
3	If you frequently feel that way
4	If you frequently or always feel that way

Thus the scores for each role stress dimension range from a minimum of 0 to a maximum of 20 and total scores range from 0 to 200, as this scale has 10 dimensions and each dimension has five items. Validity was determined by item analysis. Retest reliability of scale has acceptable reliability. Sen (1981) used ORS on the sample of 500 bank employees and retest reliability coefficient were found for total role stress (.73), and for the dimensions of role stress SRD (.45), IRD (.58), RS (.63), RA (.65), RO (.53), RE (.37), RI (.58). For 5 point scale of ORS, scoring was done as 0,1,2,3 and 4 for the responses categories, if you never or scarcely feel that way, if you occasionally feel that way, if you frequently feel that way or if you very frequently or

always feel that way, respectively. On the ORS scale individual could get minimum score of 0 and maximum score of 200.

RESULTS AND DISCUSSION:

MEAN AND STANDARD DEVIATION OF VARIOUS VARIABLES IN LECTURERS (N= 100)

SR.No.	VARIABLES	MEAN	SD
1	AGE	37.13	5.75
2	TENURE	8.47	4.62
3	INTER ROLE DISTANCE (IRD)	5.20	3.07
4	ROLE STAGNATION (RS)	5.10	3.74
5	ROLE EXPECTATION CONFLICT (REC)	4.18	3.43
6	ROLE EROSION (RE)	7.80	3.54
7	ROLE OVER LOAD (RO)	4.14	3.22
8	ROLE ISOLATION (RI)	5.50	3.23
9	PERSONAL INADEQUACY (PI)	5.15	3.07
10	SELF ROLE DISTANCE (SRD)	5.93	3.77
11	ROLE AMBIGUITY (RA)	2.97	3.22
12	RESOURCE INADEQUACY (RIn)	6.67	3.83
13	TOTAL ORS	52.91	22.45
14	EMOTIONAL EXHAUSTION	11.05	8.53
15	DEPERSONALIZATION	3.99	4.12
16	PERSONAL ACCOMPLISHMENT	39.48	11.49

Table.2

The mean score for Role Stress (Total) is 52.9. Further the obtained mean of Role Stress dimensions show that teachers have highest mean (7.80) for Role Erosion factor of Role Stress and the second highest mean is 6.67 for Resource Inadequacy. Other factors on which the mean scores are higher are 5.93 for Self-Role Distance (SRD), 5.50 for Role Isolation (RI), 5.20 for Inter Role Distance (IRD) and 5.15 for Personal Inadequacy. In other words Lecturers experience highest amount of Stress with regard to Role Erosion, Resource

Inadequacy, Self Role Distance and Role Isolation and comparatively low stress with regard to Role ambiguity and Role Expectation Conflict. The Standard Deviation of Role Stress (Total) is 22.45 and for factors of Role Stress Standard Deviation are 3.07 (IRD), 3.74 (RS), 3.43 (REC), 3.54 (RE), 3.22(RO), 3.23 (RI), 3.07 (PI), 3.77 (SRD), 3.22 (RA), and 3.83 for RIn. These standard deviation scores indicate the homogeneity of the sample.

When we look at the means of different variables used in present study, we find that mean scores of the three components of Job Burnout are, 11.05 (for Emotional Exhaustion (EE), 3.99 for Depersonalization (DP) and 39.48 for Personal Accomplishment (PA). Here it is worth mentioning that for Personal Accomplishment low score is indicative of high Burnout and high scores show low Burnout. The Standard Deviation of Emotional Exhaustion (EE) is 8.53, 4.12 for Depersonalization and 11.49 for Personal Accomplishment.

As table.2 reveals that Lecturers experience low burnout as the arithmetic mean is found much below the average while in many other studies conducted on teachers in other countries, high level of Burnout was reported. (Cherniss, 1980; Freudenberger & Richelson, 1980; Maslach, 1976; Block, 1977). Besides studies on other human service professionals indicate that high Burnout experienced by Human service professionals or individuals who are doing people oriented work (Maslach & Pines, 1977, 1977, Pines, 1981, 1982, Pines & Aronson, 1980, 1981, Pines & Kafry, 1978, 1981, Pines & Maslach, 1978, 1980). However Ann (1991) found that teachers in majority have low or moderate level of Burnout. Other studies conducted in India also explicated low level of Burnout and Role Stress. Jain (1991) found in her study on male Doctors that they have experienced below than average level of Burnout.

Low level of Stress was also experienced by Lecturers in present investigation. Total Role Stress and other stress related dimensions have been found in less than moderate degree (see table.2). Results indicate that University Lecturers have their major role related problems with regard to Role Erosion and Resource Inadequacy as their scores are comparatively higher on these two dimensions ($M=7.80$ and 6.67), other factors have very low mean scores. Some times in the Organization it happens that man and material related resources are inadequate to meet the demands of the role like congested class rooms, big strength, ill equipped rooms, less staff, lack of proper and suitable equipment's etc. The problem of Role Erosion is very crucial in Indian Teachers, it arises when a role has become less important than it used to be, or somebody else gets the credit for doing what needs to be done in one's own role. Surti (1982) found that University teachers experienced low Organizational Role Stress ($M=72.8$). Pestonjee (1988) also found that both top and middle managers were low on ORS and a comparison between top and middle management ($M=45.25$) describes that middle management experienced somewhat high Role Stress in comparison to top management ($M=41.45$). Jain (1991) also found that low level of Organizational Role Stress was experienced by doctors (50.87).

**MEAN AND STANDARD DEVIATION OF VARIOUS VARIABLES IN READERS
(N= 100)**

SR.No.	VARIABLES	MEAN	SD
1	AGE	50.36	5.77
2	TENURE	23.02	6.73
3	INTER ROLE DISTANCE (IRD)	4.66	4.18
4	ROLE STAGNATION (RS)	3.42	3.01
5	ROLE EXPECTATION CONFLICT (REC)	3.65	2.64
6	ROLE EROSION (RE)	6.49	4.21
7	ROLE OVER LOAD (RO)	3.55	3.17
8	ROLE ISOLATION (RI)	5.59	3.92
9	PERSONAL INADEQUACY (PI)	3.95	2.92
10	SELF ROLE DISTANCE (SRD)	4.80	3.21
11	ROLE AMBIGUITY (RA)	2.36	3.12
12	RESOURCE INADEQUACY (RIn)	7.09	4.43
13	TOTAL ORS	45.54	25.98
14	EMOTIONAL EXHAUSTION	9.02	9.21
15	DEPERSONALIZATION	5.05	5.81
16	PERSONAL ACCOMPLISHMENT	36.96	9.19

Table.3

The mean score for Role Stress (Total) is 45.54. Further the obtained mean of Role Stress factors show that Readers have highest mean (7.09) for Resource Inadequacy and the second highest mean is 6.49 for Role Erosion. Other mean scores are 5.59 for Role Isolation, 4.80 for Self Role Distance, 4.6 for Inter Role Distance, 3.95 for Personal Inadequacy, 3.65 Role Expectation Conflict, 3.55 for Role Overload, 3.42 for Role Stagnation and 2.36 for Role Ambiguity. The standard deviation scores are 4.18(IRD), 3.01(RS), 2.64(REC), 4.21(RE), 3.17(RO), 3.92 (RI), 2.92 (PI), 3.21 (SRD), 3.12 (RA), 4.43 (RIn).

Readers experience highest amount of Stress with regard to Resource Inadequacy, Role Erosion, Role Isolation, Self-Role Distance and Inter Role Distance and comparatively lower stress with regard to Role Ambiguity.

Mean scores of the three components of Job Burnout are 9.02 for Emotional Exhaustion (EE), 5.05 for Depersonalization (DP) and 36.96 for Personal Accomplishment (PA). It has been

mentioned earlier that for Personal Accomplishment low score shows high Burnout and high score shows low Burnout. The standard deviation of Emotional Exhaustion is 9.21, 5.81 for Depersonalization and 9.19 for Personal Accomplishment. As table.3 reveals that Readers also experience low Burnout as the arithmetic mean scores (EE=9.02, DP= 5.05 and PA= 36.96) are found much below the average.

Some times in the organization it happens that man and material related resources are inadequate to meet the demands of the role like congested class rooms, large number of students, ill equipped rooms, less support staff, lack of proper and suitable equipment's etc. The problem of Role Erosion is very crucial in case of Indian teachers, it arises when a role has become less important than it used to be, or some body else gets the credit for doing what needs to be done in one's own role. In the present study it has been observed that these two areas act as very important source of stress among both the groups. Surti (1982) found that University teachers experienced low Organizational Role Stress (M=72.8). When we look at other groups we find similar pattern. Pestonjee (1988) also found that both top and middle managers were low on ORS and a comparison between top and middle management (M=45.25) describes that middle management experienced somewhat high Role Stress in comparison to top management (M=41.45). Jain (1991) also found that low level of Organizational Role Stress was experienced by doctors (50.87).

**MEAN AND STANDARD DEVIATION OF VARIOUS VARIABLES IN
PROFESSORS
(N= 100)**

SR.No.	VARIABLES	MEAN	SD
1	AGE	44.5	16.1
2	TENURE	20.1	9.8
3	INTER ROLE DISTANCE (IRD)	3.7	3.2
4	ROLE STAGNATION (RS)	3.5	3.3
5	ROLE EXPECTATION CONFLICT (REC)	3.4	2.7
6	ROLE EROSION (RE)	4.5	3.2
7	ROLE OVER LOAD (RO)	3.0	3.6
8	ROLE ISOLATION (RI)	4.7	3.4
9	PERSONAL INADEQUACY (PI)	3.4	2.8
10	SELF ROLE DISTANCE (SRD)	3.8	2.9
11	ROLE AMBIGUITY (RA)	1.8	2.5
12	RESOURCE INADEQUACY (RIn)	5.5	3.6
13	TOTAL ORS	37.3	22.1
14	EMOTIONAL EXHAUSTION	7.6	8.0
15	DEPERSONALIZATION	3.9	4.2
16	PERSONAL ACCOMPLISHMENT	37.9	8.3

Table.4

The mean score for Role Stress (Total) is 37.3, which indicates a low level of stress. The mean score for other factors of Role Stress show that Professors have highest mean for Resource Inadequacy factor of Role Stress (5.5), and 4.7 for Role Isolation and 4.5 for Role Erosion as next highest stressors. Three lowest mean scores are 1.8 for Role ambiguity, 3.0 for Role Overload and 3.4 for Personal Inadequacy. Standard deviation of Role Stress (Total) is 22.1 and for factors of Role Stress standard deviations are: 3.2 (IRD), 3.3 (RS), 2.7 (REC), 3.2 (RE), 3.6 (RO), 3.4 (RI), 2.8 (PI), 2.9 (SRD), 2.5 (RA) and 3.6 (RIn). This indicates the homogeneity of the sample.

Professors experience highest amount of Stress with regard to Resource Inadequacy, Role Erosion and Role Isolation and least Stress with regard to Role Ambiguity, Role Over Load and Personal Inadequacy.

Mean scores of the three component of Burnout are 7.6 for Emotional Exhaustion, 3.9 for Depersonalization and 37.9 for Personal Accomplishment. These scores indicate that those Professors have very mild level of Burnout. The Standard Deviation of Emotional Exhaustion is 8.0, 4.2 for Depersonalization and 8.3 for Personal Accomplishment. Results clearly indicating that Professors also experience comparatively low Burnout as the arithmetic mean scores (EE=7.6, DP= 3.9 and PA= 37.9) are found much lower than the other two groups of subjects discussed earlier.

University Professors have their major role related problems with regard to Resource Inadequacy as their scores are comparatively high on this dimension (M=5.5). This dimension of Role Stress was also found to be highest in case of Readers and Lecturers. Other factors have very low mean scores reason probably may be the same.

**CORRELATION BETWEEN VARIOUS INDEPENDENT VARIABLES AND
DEPENDENT VARIABLES IN LECTURERS
(N= 100)**

VARIABLES	EE	DP	PA
TENURE	-.07	-.02	.05
AGE	-.09	.03	-.02
INTER ROLE DISTANCE (IRD)	.31**	.26*	-.15
ROLE STAGNATION (RS)	.44**	.30**	-.09
ROLE EXPECTATION CONFLICT (REC)	.46**	.44**	-.23*
ROLE EROSION (RE)	.07	-.07	.31**
ROLE OVER LOAD (RO)	.59**	.40**	.01
ROLE ISOLATION (RI)	.59**	.43**	.02
PERSONAL INADEQUACY (PI)	.42**	.39**	.06
SELF ROLE DISTANCE (SRD)	.48**	.25*	.09
ROLE AMBIGUITY (RA)	.45**	.37**	-.21*
ROLE INADEQUACY (Rin)	.36**	.37**	.01
TOTAL ORS	.62**	.44**	-.02

Table.5 (**Significant at .01 and * significant at .05 level)

Table No.5 shows that Tenure and Age have no significant correlation with any Job Burnout component. It means that Age does not effect the Burnout level among this group of subjects. Similarly Tenure has the same effect on Burnout among Lecturers. Holt (1986) found that teachers with low Burnout are young while teachers with high Burnout had a group of older teachers. Schwab & Iwanicks (1982) found that perceived Burnout among teachers varied significantly with respect to Age.

Correlation between various Role Stress and total Role Stress and dimensions of Job Burnout are shown in the above table. The table reveals that a significant and positive relationship exists between Inter Role-Distance and Emotional Exhaustion and Depersonalization. Inter Role Distance is not significantly related with Personal Accomplishment.

It can be observed from the table that Role Stagnation, Role Overload, Role Isolation, Personal Inadequacy, Self-Role Distance, Resource Inadequacy and total ORS are positively and significantly correlated with Emotional Exhaustion and Depersonalization. Role Expectation Conflict shows a significant and positive correlation with Emotional Exhaustion and Depersonalization. This Role Stress shows negative and significant correlation with Personal Accomplishment.

The results also show that Role Ambiguity is associated positively and significantly with Emotional Exhaustion and Depersonalization. This Role Stress dimension also shows negative and significant correlation with Personal Accomplishment of Job Burnout.

Role Erosion reveals a positive and significant correlation with Personal Accomplishment. This Role Stress dimension shows no significant relationship with Emotional Exhaustion and Depersonalization.

Table.5 shows that Role Stress is significantly and positively related with two components of Burnout, namely, Emotional Exhaustion and Depersonalization, but not related to third component of Burnout, namely, Personal Accomplishment, thus these results particularly support the hypothesis no.1:1 that is "Burnout will be positively related to Role Stress".

The observed stronger relationship of Role Stress with Emotional Exhaustion suggest that It results from extensive emotionally involving activities related to the job of teaching the students and the Organization they work for. When demands are incompatible and continuously attempt to meet these demands will be frustrating and emotionally distressful. Condition of heavy workload Role expectation Conflict may inturn cause exhaustion in lecturers. The conditions of exhaustion place heavy demands on emotional resources and that make the employees feel that they embedded in an impersonal dehumanising system.

A possible reason for no significant relationship between Role Stress and Personal Accomplishment can be extended in terms of the meaning of Personal Accomplishment for the respondents (Lecturers), that is, how Lecturers define Personal Accomplishment. It is quite possible that Lecturers do not define Personal Accomplishment only intrerms of effective dealing with students. It can be interpreted in highly varied manner by different subjects, experiencing Role Stress to same and almost some extent and there by many things can be specified in different ways and therefore, responded differently.

Researches have demonstrated that Role Stress leads to psychological and somatic strain among workers belonging to various occupational groups and their psychological and somatic strain, which considered as a root cause of Burnout) Caplan et al.,1975; French & Caplan,1973;Kahn,Wolfe,Quinn,Snock & Rosenthal,1964).

Inter-Role Distance is found to be related with Emotional Exhaustion as well as Depersonalization (see table.5). This means that Lecturers feel stress due to various roles, they performed, it may result in strain or stress. When an individual occupies more than one role, there may be conflict between two roles he/she occupies. For example a teacher faces the conflict between his/her Organizational role as a teacher and his/her family role as the husband/wife, mother/father or in universities there are some administrative posts given to Lecturers besides their teaching i.e. warden, games incharge etc. The demands, from his/her other roles to share his/her time may be incompatible with the Organizational demand on him/her. Such Inter-Role conflicts are quite frequent in modern society where the individual is increasingly occupying multiple roles in the Organization and out side the Organization.

The findings of the present study suggest that Lecturers feel stress due to continuously playing similar role and dealing with same type of students and similar pattern of education. When in any Organization, an individual has occupied a role for a long time, and he/she has not any opportunity for growing or dealing with something new becomes crucial to him or her. This situation affects adversely to the subject and therefore, the feeling of inability, tension and detachment etc, taken place and this may result in stress and strain.

Role Erosion, a Role Stress factor is significantly related to Personal Accomplishment but not with Other Two components of Burnout . A role occupant may feel that some functions which he/she would like to perform are being performed by some other role. The stress felt may be called "Role Erosion". Role Erosion is a subjective feeling of an individual that some important role expectation he/she has from his/her role do not match with the expectation other roles have for him/her. Role Erosion is likely to be experienced in an Organization, which are

redefining its role and creating new role. In several Organizations, which are redefining their structure, the stress of Role Erosion was inevitably felt.

Role Overload is also found to be related with two components of Burnout, Emotional Exhaustion and Depersonalization (see table.5). This shows that when the demands exceeds time and efforts of Lecturers, they become Burnout. Some previous researchers also supported the present findings.

Role isolation is also found to be related with Emotional Exhaustion and Depersonalization. In a role set a role occupant may feel that certain roles are psychologically near to him/her while some other role are at a distance. The gap between desired and existing linkage will indicate the amount of distance between two role, when linkage is strong, the role distance will be low and vice versa.

Personal Inadequacy is found to be significantly related with two components of Burnout i.e. Emotional Exhaustion and Depersonalization. It means subjects need to be adequately skilful, competent and trained to meet the demands of their role.

Self-Role Distance is another factor of role stress significantly related to two components of Job Burnout (see table.5). Sometimes person occupies a role which he/she may subsequently find conflicting with his/her self-concept feels stress. Self- Role Distance is a conflict between the self-concept and the expectations from the role as perceived by the role occupants.

Employee should be given an opportunity for participation and responsibility in order to foster positive attitude and Job Involvement among them. In present study subjects seem to feel that if they have autonomy in taking decision for different activities and task, they might be doing something different from what they do. It seems when a person is helpless in making self decision, he/she becomes frustrated and become exhausted, therefore, develops a feeling of

dehumanisation. Because here the conflict is more internal, they require certain behaviour that is inconsistent with the role players, motives, abilities and moral values, which results in distance from self-role.

Role ambiguity another factor of Role Stress is found to be significantly related to all three component of Burnout. It is negatively related to Personal Accomplishment. Here it is worth mentioning that for Personal Accomplishment low scores shows high burnout, that is if we expected positive relationship there will be negative relationship. It show that Lecturers lacks the necessary information for adequate performance of the role.

Resource Inadequacy is also found to be significantly related to emotional Exhaustion and Depersonalization. Thus, the result shows that Lecturers does not have adequate means of sources to performe their role in a better way. The results suggest that if Lecturers have Autonomy to select task and provided adequate facilities to doing their job and get opportunities to learn new skills, they definetly can do better for their students and the Organization.

Finally we can conclude from the above discussion that Emotional Exhaustion and Depersonalization are found to be strongly related with all the factors except Role Erosion of Role Stress. But Personal accomplishemt is related positively and significantly with Role Erosion and negatively with Role Eceptation Conflict and Role Ambiguity.

**CORRELATION BETWEEN VARIOUS INDEPENDENT VARIABLES AND
DEPENDENT VARIABLES IN READERS
(N= 100)**

VARIABLES	EE	DP	PA
TENURE	-.25*	-.19	-.12
AGE	-.26**	-.21*	-.10
INTER ROLE DISTANCE (IRD)	.67**	.50**	.24*
ROLE STAGNATION (RS)	.59**	.44**	.11
ROLE EXPECTATION CONFLICT (REC)	.43**	.21*	.02
ROLE EROSION (RE)	.52**	.36**	.38**
ROLE OVER LOAD (RO)	.72**	.48**	.08
ROLE ISOLATION (RI)	.56**	.37**	.17
PERSONAL INADEQUACY (PI)	.46**	.46**	.10
SELF ROLE DISTANCE (SRD)	.43**	.39**	-.10
ROLE AMBIGUITY (RA)	.68**	.59**	.24*
ROLE INADEQUACY (Rin)	.50**	.44**	.20*
TOTAL ORS	.75**	.58**	.21*

Table.6 (**Significant at .01 and * Significant at .05 level)

The above table shows the relationship between demographic variables and dimensions of the dependent variable "Job Burnout". It can be observed from the table that a significant and negative relationship exists between Tenure and Emotional Exhaustion. The table further reveals that Age is also negatively significant with Emotional Exhaustion and Depersonalization. Furthermore, it can be observed from the table that Tenure and the Age has no significant relationship with Personal Accomplishment.

The table No.6 shows the relationship between different Role Stress dimensions and three dimensions of (dependent variable) Job Burnout. The results indicate that Role Stresses are associated significantly with Job Burnout.

Inter-Role Distance dimension shows a significant and positive relationship with all three dimensions of Burnout (EE, DP and PA). Role Stagnation with Emotional Exhaustion and Depersonalization. Role Expectation Conflict with Emotional Exhaustion and Depersonalization, Role Erosion With all Three Dimensions (EE, DP and PA), Role Overload is positively and significantly related with Emotional Exhaustion and Depersonalization. Role

Isolation, Personal Inadequacy and Self-Role Distance are positively and significantly related with Emotional Exhaustion and Depersonalization.

The table also shows that Role Ambiguity, Role Inadequacy and Total ORS are positively and significantly related to all three dimensions of Job Burnout.

Correlation between Background variables and Burnout denotes that as Age increases the level of experienced Burnout decreases, that is, the level of experienced Burnout (Emotional Exhaustion, Depersonalization and Personal Accomplishment) decreased with the increase in Age. The obtained finding is in consonance with the previous findings. Maslach (1982) reported that there is clear relationship between age and Burnout. Burnout is more when workers are young and is lower for older workers. she further suggests that with increase age people are more stable and mature to have a more balanced perspective on life and are less prone to excess of Burnout.

The significant and negative relationship between Tenure and Emotional Exhaustion implies that as the length of service increased the level of experienced Burnout decreases. This finding is also in line with previously reported findings regarding tenure and Burnout. Holt (1986) reported that teachers with five to ten years job experience were more prone to Burnout.

Table 4.5 shows that Role Stress is significantly and positively related with all the components of Burnout, namely, Emotional Exhaustion ($r = .75^{**}$), Depersonalization ($r = .58^{**}$) and Personal Accomplishment ($r = .21^*$).

When we look at the relationship of various dimensions of Role Stress with Burnout we observe that Inter-Role Distance ($r = .67^{**}, .50^{**}, .24^*$), Role Erosion ($r = .52^{**}, .36^{**}, .38^{**}$), Role Ambiguity ($r = .68^{**}, .59^{**}, .24^*$) and Resource Inadequacy ($r = .50^{**}, .44^{**}, .20^*$) are related with all the three components of Burnout and most of the dimensions are related with

only two components of Burnout. The observed stronger relationship of Role Stress with Burnout suggests that It results from extensive emotionally involving activities related to the job of teaching the students and the Organization they work for. When demands are incompatible and continuous attempt to meet these demands will be frustrating and emotionally distressful. Condition of heavy workload and Role Expectation Conflict may inturn cause exhaustion in Readers. The conditions of exhaustion place heavy demands on emotional resources and that make the employee feel that they embedded in an impersonal dehumanising system.

Inter-Role Distance stress is found to be related with Emotional Exhaustion($r = .67^{**}$), Depersonalization ($r = .50^{**}$) and Personal Accomplishment ($r = .24^*$) (see table 4:5). This means that Readers feel stress due to various roles, they performed, it may result in strain or stress.

Role Stagnation is significantly related to two components of Job Burnout ($r = .59^{**}$ with EE and $.44^{**}$ with DP). The findings of the present study suggest that Readers feel stress due to continuously playing similar role and dealing with same type of students and similar pattern of education. When in an individual has occupied a role for a long time, and he/she has not had any opportunity for growing or dealing with something new, it becomes crucial for him or her to inform this feeling. This situation affects adversely to the subject and therefore, the feeling of inability, tension and detachment etc, taken place and this may result in stress and strain.

Role Expectation Conflict, another factor of Role Stress is found to be significantly related with Emotional Exhaustion ($r = .43^{**}$) and Depersonalization ($r = .21^*$). Since the individual learns to develop expectations as a result of his/her socialization and identification with

significant others, it is quite likely that he sees some compatibility between the two expectations from his own role (Pareek, 1981).

Role Erosion, a Role Stress factor is significantly related to Emotional Exhaustion ($r = .52^{**}$), Depersonalization ($r = .36^{**}$) and Personal Accomplishment ($r = .38^{**}$). Role Erosion is a subjective feeling of an individual that some important role expectation he/she has from his/her role do not match with the expectation other roles have from him/her. Role Erosion is likely to be experienced in an Organization, which are redefining its role and creating new role. In several organizations, which are redefining their structure, the stress of Role Erosion was inevitably felt.

Role Overload is also found to be related with two components of Burnout, Emotional Exhaustion ($r = .72^{**}$) and Depersonalization ($r = .48^{**}$) (see table.6). This shows that when the demands exceeds time and efforts of Readers, they experience Burnout. Infact Readers have lesser teaching load than the Lecturers but they might have research related load. They may have more research scholar under them and they should have to guide them in their research, which can cause many loads upon them (Readers).

Role isolation is also found to be related with Emotional Exhaustion ($r = .56^{**}$) and Depersonalization ($r = .37^{**}$). Yagrech and Misra (1990) in their study on female teachers found that teachers were found significantly more stressful due to the feeling of Role Isolation. In the present study Readers have Isolation Problem may be because of internal politics among other role occupant at the same level or higher level.

Personal Inadequacy is found to be significantly related with two components of Burnout i.e. Emotional Exhaustion ($r = .46^{**}$) and Depersonalization ($r = .46^{**}$). It means subjects need to be adequately skilful, competent and trained to meet the demands of their role.

Self-Role Distance is another factor of role stress significantly related to two components of Job Burnout (see table.6). Sometimes person occupies a role which he/she may subsequently find conflicting with his/her self-concept feels stress. Self- Role Distance is a conflict between the self-concept and the expectations from the role as perceived by the role occupants.

**CORRELATION BETWEEN VARIOUS INDEPENDENT VARIABLES AND
DEPENDENT VARIABLES IN PROFESSORS**

(N= 100)

VARIABLES	EE	DP	PA
TENURE	-.05	.09	-.10
AGE	-.05	.11	-.11
INTER ROLE DISTANCE (IRD)	.55**	.14	-.06
ROLE STAGNATION (RS)	.50**	.15	-.03
ROLE EXPECTATION CONFLICT (REC)	.45**	.31**	-.03
ROLE EROSION (RE)	.28**	.12	.11
ROLE OVER LOAD (RO)	.62**	.18	.01
ROLE ISOLATION (RI)	.57**	.32**	-.06
PERSONAL INADEQUACY (PI)	.32**	.20*	-.18
SELF ROLE DISTANCE (SRD)	.39**	.24*	-.22*
ROLE AMBIGUITY (RA)	.63**	.37**	-.21*
ROLE INADEQUACY (Rin)	.43**	.21*	-.01
TOTAL ORS	.68**	.32**	-.07

Table.7 (**Significant at .01 and * Significant at .05 level)

The table No.7 shows that demographic variables (Tenure and Age) have no significant correlation with any three dimensions of Job Burnout. It means that Age and Tenure do not affect the level of Job Burnout in this sample of the present study.

The table No.7 shows the relationship between different Role Stress dimensions and three dimensions of Burnout. The table reveals that Role stresses are associated significantly with Job Burnout.

Inter-Role Distance, Role Stagnation, Role Erosion, and Role Overload show positive and significant correlation with Emotional Exhaustion, but no significant correlation with Depersonalization and Personal Accomplishment.

Role Expectation Conflict, Role Isolation, Resource Inadequacy, Personal Inadequacy and Total ORS show positive and significant correlation with Emotional Exhaustion and Depersonalization.

The table further shows that Self-Role Distance is correlated positively and significantly with Emotional Exhaustion and Depersonalization. This Role Stress also shows negative and significant correlation with Personal Accomplishment.

Role Ambiguity is associated positively and significantly with Emotional Exhaustion and Depersonalization. It is also associated negatively and significantly with Personal Accomplishment.

Table.7 shows that Role Stress is significantly and positively related with two components of Burnout, namely, Emotional Exhaustion ($r = .68^{**}$) and Depersonalization ($r = .32^{**}$). When we look at the relationship of various dimensions of Role Stress with Burnout we observe that Self-Role Distance ($r = .39^{**}, .24^*, -.22^*$) and Role Ambiguity ($r = .63^{**}, .37^{**}, -.21^*$) are related with all the three components of Burnout and Inter-Role Distance ($.55^{**}$), Role Stagnation ($.50^{**}$), Role Erosion ($.28^{**}$) and Role Overload ($r = .62^{**}$) are found to be related with only Emotional Exhaustion. Other dimensions are related with both Emotional Exhaustion and Depersonalization components of Burnout. The observed stronger relationship of Role Stress with Burnout suggests that it result from extensive emotionally involving activities related to the job of teaching the students and the organization they work for. When demands are

incompatible and continuous attempt to meet these demands will be frustrating and emotionally distressful. Condition of heavy workload and Role Expectation Conflict may inturn cause exhaustion in Professors. The conditions of exhaustion place heavy demands on emotional resources and that make the employee feel that they embedded in an impersonal dehumanising system.

Inter-Role Distance stress is found to be related with Emotional Exhaustion ($r = .55^{**}$) only (see table.7). It means that Professors feel stress due to various roles, they performed, it may result in very mild level of strain or stress among them. When an individual occupies more than one role, there may be conflict between two roles he/she occupies. For example a teacher faces the conflict between his/her organizational role as a teacher and his/her family role as the husband/wife, mother/father or in universities there are some administrative posts given to Readers besides their teaching i.e. Provost, Dean, Chairman, President of the various sports clubs, etc. The demands, from his/her other roles to share his/her time may be incompatible with the organizational demand on him/her. Such Inter-Role conflicts are quite frequent in modern society where the individual is increasingly occupying multiple roles in the organization and outside the Organization.

Table.7 further reveals that Role Stagnation is also significantly related to Emotional Exhaustion ($r = .50^{**}$). The findings of the present study suggest that Professors feel stress due to continuously playing similar role and dealing with same type of students and similar pattern of education. When in any Organization, an individual has occupied a role for a long time, and he/she has not had any opportunity for growing or dealing with something new, it becomes crucial for him or her to inform this feeling. This situation affects adversely to the subject and

therefore, the feeling of inability, tension and detachment etc, taken place and this may result in stress and strain.

Role Expectation Conflict, another factor of Role Stress is found to be significantly related with Emotional Exhaustion ($r = .45^{**}$) and Depersonalization ($r = .31^*$). It means Professors are facing conflicting demands from their colleagues and peers in the organization which are causing a mild level of Emotional Exhaustion.

Role Erosion, a Role Stress factor is significantly related to Emotional Exhaustion ($r = .28^{**}$) (see table.7). A role occupant may feel that some functions, which he/she would like to perform, are being performed by some other roles. The stress felt may be called "Role Erosion". Role Erosion is a subjective feeling of an individual that some important role expectation he/she has from his/her role do not match with the expectation other roles have from him/her. Role Erosion is likely to be experienced in an organization, which are redefining its role and creating new role. In several organizations, which are redefining their structure, the stress of Role Erosion was inevitably felt.

Role Overload is also found to be related with Emotional Exhaustion ($r = .62^{**}$). This shows that when the demands exceeds time and efforts of Professors, they experience emotionally exhausted. Infact Professors have lesser teaching load than the Readers and Lecturers but they might have research related load. They may have more research scholar under them and they should have to guide them in their research, which can cause many loads upon them. Some previous researchers also supported the present findings.

Role Isolation is also found to be related with Emotional Exhaustion ($r = .57^{**}$) and Depersonalization ($r = .32^{**}$). Professors have Isolation Problem may be because of internal politics among other role occupant.

Personal Inadequacy is found to be significantly related with two components of Burnout i.e. Emotional Exhaustion ($r = .32^{**}$) and Depersonalization ($r = .20^{**}$). It quite unusual among Professors that they are feeling Personal Inadequacy may be it is a vague feeling of not being competent, skilled to meet the demand of the role.

Self-Role Distance is another factor of role stress significantly related positively with Emotional Exhaustion ($r = .39^{**}$) and Depersonalization ($r = .24^*$) and negatively with Personal Accomplishment ($r = -.22^*$) may be because they have achieved worth while things from their present role that is why Self-Role Distance is negatively related with Personal Accomplishment.

MANN-WHITNEY TEST OF SIGNIFICANCE OF DIFFERENCE:

Mann-Whitney test was used to finout the significance difference in each sets of group. In that way one group has to be compare with other two groups. Lecturers were compared with Professors and Readers.

Mann -Whitney for Professors and Lecturers (Variable: Demographic)

VARIABLE	PROFESSORS (n=100)		LECTURERS (m=100)		N= (n+m)	T n $\sum R$ (Xi) I = 1	N 2 $\sum R$ (Xi) I = 1	T1
	MEAN	SD	MEAN	SD				
AGE	44.5	16.1	37.13	5.75	200	14239.5	2685484	+10.248**
TENURE	20.1	9.8	8.47	4.62	200	14817	2685561	+11.658**

Table 8 (* Significant at .05 Level and ** at .01 level)

Table No.8 shows that Professors and Lecturers are significantly differ on both the demographic variables (Tenure and Age) at .01 and .05 level. It is obvious and quite understandable that Professors should be having more work experience and Age than the Lecturers.

**Mann -Whitney for Professors and Lecturers
(Variable: Organizational Role Stress)**

VARIABLE	PROFESSOR S (n=100)		LECTURERS (m=100)		N= (n+m)	T n Σ R (Xi) I = 1	N 2 Σ R (Xi) I =1	T1
	MEAN	SD	MEAN	SD				
I	3.7	3.2	5.20	3.07	200	8523	2679243	-3.7518**
RS	3.5	3.3	5.10	3.74	200	8680	2679313	-3.3660**
REC	3.4	2.7	4.18	3.43	200	9684.5	2675584	-.9006
RE	4.5	3.2	7.80	3.54	200	7396	2682086	-6.5080**
RO	3.0	3.6	4.14	3.22	200	8656	2675148	-3.4360**
RI	4.7	3.4	5.50	3.23	200	9307	2679405	-1.8255*
PI	3.4	2.8	5.15	3.07	200	8387.5	2679986	-4.0827**
SRD	3.8	2.9	5.93	3.77	200	8340.5	2680691	-4.1961**
RA	1.8	2.5	2.97	3.22	200	8812.5	2644998	-3.1234**
Rin	5.5	3.6	6.67	3.83	200	9155.5	2682269	-2.1929*
ORS	37.3	22.1	52.91	22.45	200	7819.5	2669124	-5.5237**

Table.9 (**significant at .01 and * at .05 level)

Table No.9 shows that both the groups differ significantly on IRD, RS, RE, RO, RI, PI, SRD, Rin and total ORS. Furthermore, Table reveals that Lecturers have high scores on almost all the dimensions of Organizational Role Stress scale.

Table.9 reveals that Lecturers and Professors are significantly differ from each other on almost all the Role Stress dimensions including Total ORS, but they are not differ significantly on Role Expectation Conflict.

Lecturers are high on all the dimensions as compared to Professors. In other words Lecturers have more stress than the Professors. Lecturers have more Inter-Role Distance problem as

compared to Professors, as they are less experienced in their teaching and demands of their Organizational role and at the same time from the family are high which, will take some time to adjust without being much stressed. Professors are having more experienced, they know the Organization and the family related demands for a long time and got adjusted properly without being much stressed.

Lecturers differ on Role Stagnation from the Professors, it is quite understandable that Professors have already achieved the growth ladder in the Organization so they have less stagnation problem as compared to Lecturers who have to go further in their academic career and because of the system in the Organization they are suffering from the problem of Stagnation.

Both Lecturers are not significantly different on Role Expectation Conflict. It means they do not experience conflicting demands from their colleagues and superiors, it may be because they are more concerned with their teaching assignments and the people who have similar attitudes, so that way they do not feel this problem with high intensity though they individually feel it.

Role Erosion is the main problematic area for the Lecturers as compared to Professors. Lecturers are having highest score on that particular dimension of Role Stress. Lecturers may feel that their role is less important in the Organization as compared to other roles or there may be a problem of not getting credentials of doing something important or somebody else got the credits for what needs to be done in one's own role. It may be because of the politics within the departments.

Of course Lecturers have many loads as compared to Professors. As UGC assigns more teaching hours to Lecturers and less to Professors. Sometime because of imbalance time schedule this problem occurs.

Both Lecturers and professors are differ on Role Isolation. Lecturers may be more confined to the group those having similar attitudes and having very less interaction with other roles in the department or out side the department.

Both Lecturers and Professor are differ significantly on Personal Inadequacy dimension. Lecturers having high score on Personal Adequacy means that they are lacking adequate skills, competence and training to meet the demands of their role. Some time it is happen in the organization that person is given the subject for teaching which is not the area of his/her expertise, that is make the problem.

Significant difference was found between Lecturers and professors on Self-Role Distance. Which is a major area of concern for the Lecturers. It means that Lecturers are feeling a gap between their concept of self and the demands of their role.

Lecturers and Professors are found to be differing on Role Ambiguity. Lecturers having high score as compared to Professors. It means they are not clear about the demands of the role.

Both are different significantly on Resource Inadequacy. Although Professors having this problem too. There may be scarcity of resources in the Organization to meet the demands of the role.

Lecturers and Professors are differ significantly on Total ORS also. And there is marked difference between their mean scores also. It means that Lecturers are more stressed than the Professors in this Organization.

Mann-Whitney for Professors and Lecturers

(Variable: Job Burnout)

VARIABLE	PROFESSOR S (n=100)		LECTURER S (m=100)		N= (n+m)	T n $\sum R$ (Xi) I = 1	N 2 $\sum R$ (Xi) I=1	T1
	MEAN	SD	MEAN	SD				
EE	7.6	8.0	11.04	8.5	200	8649	2683395	-3.4313**
DP	3.9	4.2	3.99	4.1	200	9731.5	2636857	-.8091
PA	37.9	8.3	39.48	11.4	200	9681.5	2685641	-.9011

Table.10 (**Significant at .01 level)

Lecturers are differ significantly on Emotional Exhaustion (EE) from their counterpart (Professors) but both the groups do not differ on Depersonalization and Personal Accomplishment (see Table No.10).

As far as the Burnout is concerned they are differ significantly on Emotional Exhaustion but on they other two components of Burnout. This probably because of their attitude toward student and the Organization. They can not be impersonal to the students, they are always well wishers of the students, so they may have the emotional problems rather than Depersonalization. Personal accomplishment is opposite to Emotional Exhaustion and Depersonalization, it means higher the score lesser would the Burnout. They all are quite high on this particular component of Burnout.

Mann -Whitney for Professors and Readers

(Variable: Demographic)

VARIABLE	PROFESSORS (n=100)		READERS (n=100)		N= (n+m)	T n $\sum R$ (Xi) I = 1	N 2 $\sum R$ (Xi) I=1	T1
	MEAN	SD	MEAN	SD				
AGE	44.5	16.1	50.36	5.7	200	9787	2684614	-.6436
TENURE	20.1	9.8	23.02	6.7	200	9683.5	2684585	-0.636

Table.11

The table above indicates that Professors and Readers do not differ significantly on both the demographic variables (Tenure and Age) although their mean and SD scores are apparently different from each other.

**Mann -Whitney for Professors and Readers
(Variable: Organizational Role stress)**

VARIABLE	PROFESSORS (n=100)		READERS (m=100)		N= (n+m)	T n $\sum R(X_i)$ I=1	N 2 $\sum R (X_i)$ I=1	T1
	MEAN	SD	MEAN	SD				
I	3.7	3.2	4.6	4.1	200	9529	2678406	-1.28
RS	3.5	3.3	3.4	3.0	200	9925.5	2668946	-.309
REC	3.4	2.7	3.6	2.6	200	9815.5	2673137	-.578
RE	4.5	3.2	6.4	4.2	200	8652	2681081	-3.4306
RO	3.0	3.6	3.5	3.2	200	9232	2670687	-2.023
RI	4.7	3.4	5.5	3.9	200	9469.5	2678787	-1.426
PI	3.4	2.8	3.9	2.9	200	9534.5	2677542	-1.268
SRD	3.8	2.9	4.8	3.2	200	9040.5	2678294	-2.482
RA	1.8	2.5	2.3	3.1	200	9506	2627935	-1.392
Rin	5.5	3.6	7.0	4.4	200	9069.5	2681980	-2.404
ORS	37.3	22.1	45.54	25.9	200	8945.5	2674077	-2.724

Table.12 (**Significant at .01 and * at .05 level)

Table No.12 shows that both the groups are differ significantly on Role Erosion (at .01 and .05 level), Role Overload (.05 level), Self Role Distance (.05 level), Resource Inadequacy (.05 level) and the Total ORS (.05 level). Further more, table reveals that Readers have somewhat high scores on almost all the Role Stress dimensions.

Table.12 indicates that Professors and Readers are not significantly different from each other on demographic variables (Tenure and Age). Although the mean scores of Readers are greater than the mean scores of Professors. It is possible sometimes as the data were collected from

different faculties of the University. In some areas Professors were quite younger than the Readers.

Table.12 reveals that Readers and Professors are significantly differ from each other on Role Erosion (.01 level), Role Overload (.05 level), Self-Role Distance, Resource Inadequacy (.05 level) and Total ORS (.05 level) but they do not differ significantly on other dimensions of Role Stress. Readers (M= 6.4) have high score on Role Erosion as compared to Professors (M= 4.5) may be because Readers feel that their role has become less important than it used to be, or somebody else around getting credits for doing what needs to be done in their role. It again depends upon the relations among all the faculty members in the departments and how fair they are to each other.

Readers are different on Role Overload from the Professors. It is true because Readers have to teach more hours per week than the Professors and besides teaching they have to play other academic and administrative roles in the organization.

Readers differ significantly from Professors on Self-Role Distance. Probably Readers have much gap between their concept of self and the demands of the role as compared to Professors. Table.12 shows that Readers are significantly different from the Professors on Resource Inadequacy which is found to be a crucial factor among this sample of the present study. It may be because of scarcity of different types of resources they require to perform their role better.

Further more Readers (M= 45.54) are significantly differ on Total ORS from the Professors (M=37.3). This may be because of the above discussed reasons.

**Mann -Whitney for Professors and Readers
(Variable: Job Burnout)**

VARIABLE	PROFESSORS (n=100)		READERS (n=100)		N= (n+m)	T n $\sum R(X_i)$ I = 1	N 2 $\sum R (X_i)$ I=1	T1
	MEAN	SD	MEAN	SD				
EE	7.6	8.0	9.0	9.2	200	9624	2681884	-1.0466
DP	3.9	4.2	5.1	5.8	200	9695.5	2670415	-.8770
PA	37.9	8.3	36.9	9.1	200	10291	2685471	+5.5895

Table.13

Results from the table show that Professors and Readers are not significantly different on all the three component of Job Burnout .Although Readers' scores are slightly higher than the professors.

Table.13 indicates that they do not differ significantly on any component of Job Burnout as their scores are almost similar. There is not much difference apparently as far their mean scores are concerned.

**Mann -Whitney for Readers and Lecturers
(Variable: Demographic)**

VARIABLE	READERS (n=100)		LECTURERS (n=100)		N= (n+m)	T n $\sum R (X_i)$ I = 1	N 2 $\sum R (X_i)$ I=1	T1
	MEAN	SD	MEAN	SD				
AGE	50.36	5.7	37.13	5.75	200	14523	2685528	+10.939*
TENURE	23.02	6.7	8.47	4.62	200	14711.5	2684580	+11.4084'

Table.14

Table No.14 shows that Readers and lecturers are significantly differ on both the demographic variables (Tenure and Age) at .01 and .05 Level. Readers having high mean and S.D. scores on both the variables. Table.14 indicates that Readers and Lecturers significantly differ on both

the demographic variables (Tenure and Age). It is quite logical that Readers must be having high scores on Tenure and Age as compared to Lecturers.

**Mann -Whitney for Readers and Lecturers
(Variable: Organizational Role Stress)**

VARIABLE	READERS (n=100)		LECTURERS (m=100)		N= (n+m)	T n $\sum R(X_i)$ I=1	N 2 $\sum R(X_i)$ I=1	T1
	MEAN	SD	MEAN	SD				
IRD	4.6	4.1	5.20	3.07	200	9268.5	2681324	-1.9173*
RS	3.4	3.0	5.10	3.74	200	8667.5	2679154	-3.3730*
REC	3.6	2.6	4.18	3.43	200	9898.5	2674026	-.3737
RE	6.4	4.2	7.80	3.54	200	8950	2681874	-2.6974*
RO	3.5	3.2	4.14	3.22	200	9848	2677461	-.4970
RI	5.5	3.9	5.50	3.23	200	9975	2680407	-.1841
PI	3.9	2.9	5.15	3.07	200	8937	2680440	-2.7326*
SRD	4.8	3.2	5.93	3.77	200	9197.5	2681443	-2.0915*
RA	2.3	3.1	2.97	3.22	200	9193	2655955	-2.1441*
RIn	7.0	4.4	6.67	3.83	200	10170	2682848	+.2933
ORS	45.54	25.9	52.91	22.45	200	9060	2686450	-2.4193*

Table.15 (**Significant at .01 and * at .05 level)

The table indicates that Both the groups are significantly differ on Inter Role distance (.05 level), Role Stagnation (.01 and .05 level), Role Erosion (.05 level), Personal Inadequacy (.05 level), Self Role Distance (.05 level) and Role Ambiguity (.05 level). It is quite apparent from the table that Lecturers have higher levels of stress in comparison with the Readers.

Table.15 reveals that Readers and Lecturers significantly differ on IRD, RS, RE, PI, SRD, RA and Total ORS. Lecturers having high scores on all the dimensions of Role Stress as compared to Readers.

Lecturers are high on all the dimensions as compared to Readers. In other words Lecturers have more stress than the Readers. Lecturers have more Inter-Role Distance problem as compared to

Readers. This may be explained by the fact that they are less experienced in their teaching and have to put in more time and effort. At the same time demands from the family are high which will take some time to adjust without being much stressed. Readers are having more experience, they know the organization and the family related demands for a long time and got adjusted properly without being much stressed.

Lecturers differ on Role Stagnation from the Readers, it is quite understandable that Readers have already gone one step ahead on their achievement ladder in the organization so they have less stagnation problem as compared to Lecturers who have to go further in their academic career.

On the Role Expectation Conflict dimension, the difference is not significant. It means they do not experience conflicting demands from their colleagues and superiors, it may be because they are more concerned with their teaching assignments and the people who have similar attitudes, so that way they do not feel this problem with high intensity though they individually feel it.

Role Erosion is the main of problem area which is continuously persisting in the sample study. Again Lecturers are having highest score on that particular dimension of Role Stress. Lecturers may feel that their role is less important in the organization as compared to other roles or there may be a problem of not getting due recognition for doing something important or some body else got the credit for what needs to be done in there own role. It may be because of the politics within the teaching departments. Lecturers also have higher teaching loads as compared to Readers, as the UGC assigns more teaching hours to Lecturers and less to Readers.

Both Lecturers and Readers are not significantly different on Role Isolation. They are equally facing this role-related problem in the Organization.

Both, Lecturers and Readers differ significantly on Personal Inadequacy dimension. Lecturers having high score on Personal Inadequacy means that they are lacking adequate skills, competence and training to meet the demands of their role. Some time it happens in the Organization that an individual is given the subject for teaching which is not the area of his/her expertise. This account for the stress

Significant difference was found between Lecturers and Readers on Self-Role Distance. Which is a major area of concern for the Lecturers. It means that Lecturers are feeling a gap between their concept of self and the demands of their role.

Lecturers and Readers are found to be differing on Role Ambiguity. Lecturers having high score as compared to Readers. It means they are not clear about the demands of the role. The two groups are not significantly different on Resource Inadequacy. It means both are having this problem which creates stress in their role.

Lecturers and Readers differ significantly on Total ORS also. And there is marked difference between their mean scores also. It indicates that Lecturers are more stressed than the Readers.

**Mann -Whitney for Readers and Lecturers
(Variable: Job Burnout)**

VARIABLE	READERS (n=100)		LECTURERS (n=100)		N= (n+m)	T n $\sum R (Xi)$ I = 1	N 2 $\sum R (Xi)$ I =1	T1
	MEAN	SD	MEAN	SD				
EE	9.0	9.2	11.04	8.5	200	9043	2684416	-2.4651*
DP	5.1	5.8	3.99	4.1	200	10193	2673826	+3.529
PA	36.9	9.1	39.48	11.4	200	9440.5	2685581	-1.4905

Table.16 (* Significant at .05 level)

This table shows that Readers and Lecturers are significantly differ on Emotional Exhaustion only. Lecturers having high score than their counterpart.

They differ significantly on Emotional Exhaustion but not on the other two components of Burnout. Lecturers have more Emotional Exhaustion problem, possibly due to Role Overload, Role Stagnation, Role Isolation etc.

**STEPWISE MULTIPLE REGRESSION ANALYSIS:
LECTURERS (N=100)
SUMMARY TABLE (DV-EE)**

PREDICTORS	MULTIPLE R	R- SQUARE	F	P
TOTAL ORS	.62	.38	62.31	.0000**
RO	.67	.45	12.41	.0006**
RI	.72	.53	14.86	.0002**
RE	.75	.56	8.56	.0043**
SRD	.77	.60	3.13	.0800
AGE	.79	.62	2.45	.1209
TENURE	.80	.64	3.94	.0500

Table.17 (** Significant at .01 and * at .05 level)

The obtained results for Emotional Exhaustion (EE), component of Burnout, are described in Table.17 In order of the highest to lowest variance. The table reveals that Total ORS has the strongest contribution to Emotional Exhaustion ($F= 62.31, P<.0000$). It means that because of the combination of different Organizational Role Stresses in their role, Lecturers experienced the feeling of Emotional Exhaustion. The second most contributive predictor is Role Overload, a dimension of Role Stress. F value for this variable is found to be 12.41 ($P, .0002$) which denotes that the feeling of Emotional Exhaustion among Lecturers depends on the load(work) assigned to them.

Role Isolation, another dimension of Role Stress is found to be the next factor, which enters into the regression equation. This indicates that Role Isolation also influences the Emotional Exhaustion. The F value is 14.86 ($P < .0002$). It means that Emotional Exhaustion depends upon Role Isolation.

Role Erosion, another Role dimension predicted Emotional Exhaustion. The F value is 8.56 ($P < .004$). Thus it describes that Emotional Exhaustion is dependent on Role Erosion experienced by Lecturers. The other variables, which enter into the regression equation but not significantly influencing the criterion variable (Emotional Exhaustion).

STEPWISE MULTIPLE REGRESSION ANALYSIS:

LECTURERS (N=100)
SUMMARY TABLE (DV-DP)

PREDICTORS	MULTIPLE R	R- SQUARE	F	P
Rin	.74	.55	21.29	.0000**
RE	.78	.61	13.80	.0004**
RO	.81	.66	13.31	.0004**
PI	.81	.66	1.91	.1698
SRD	.82	.67	2.48	.1184
REC	.82	.68	1.99	.1613

Table.18 (** Significant at .01 and * at .05 level)

Table.18 indicates that Resource Inadequacy, a dimension of Role Stress is found to be the next factor which contributed to Depersonalization. This indicates that lack of resources influences the feeling of Depersonalization. The F value is 21.29 ($p < .0001$). Other Role factors Role Erosion and Role Overload are found to be significant predictors of Depersonalization. F values are found to be 13.80 ($P < .0004$) and 13,31 ($P < .0004$). It means that Role Erosion and Role Overload influences the Depersonalization.

Other variables, which enter into the regression equation, are PI, SRD, REC. These predictor variables are regressing the criterion variable but not significantly.

**STEPWISE MULTIPLE REGRESSION ANALYSIS:
LECTURERS (N=100)
SUMMARY TABLE (DV-PA)**

PREDICTORS	MULTIPLE R	R- SQUARE	F	P
RE	.31	.09	10.42	.0017*
RA	.41	.16	8.44	.0046*
REC	.50	.25	1.16	.2829
RI	.51	.26	1.8	.1745

Table.19 (* Significant at .05 level)

From the above table it is obvious that Role Erosion is significantly regressing the criterion variable that is the Personal Accomplishment. F value is found to be 10.42 (P.0017). It means that Role Erosion has an influence upon the Personal Accomplishment.

The second variable, which is contributing to Personal Accomplishment, is Role Ambiguity among Lecturers. F value is found to be 8.44 (P<.0046).

**STEPWISE MULTIPLE REGRESSION ANALYSIS:
READERS (N=100)
SUMMARY TABLE (DV-EE)**

PREDICTORS	MULTIPLE R	R- SQUARE	F	P
TOTAL ORS	.75	.56	127.92	.0000**
RO	.77	.60	10.36	.0018**
RA	.80	.65	5.80	.0181*
I	.82	.67	5.12	.0261*
REC	.83	.70	4.17	.0440*
PI	.84	.71	1.49	.2249
RS	.84	.72	1.31	.2554

Table.20 (** Significant at .01 and * at .05 level)

The results presented in the above table clearly indicate that Total ORS emerges as an important predictor of Emotional Exhaustion among Readers. The F value is found to be 127.92 ($P < .0001$) which is quite high.

The next variable is Role Overload, predicting the criterion variable (EE). The F value is 10.36 ($P > .0018$) which is significant at .01 level. It means that the feeling of Emotional Exhaustion among Readers depends on the load (work) assigned to them. Role Ambiguity, Inter Role Distance, Role Expectation Conflict emerge as predictors of Emotional Exhaustion but Personal Inadequacy and Role Stagnation are not predicting to Emotional Exhaustion significantly.

**STEPWISE MULTIPLE REGRESSION ANALYSIS:
READERS (N=100)
SUMMARY TABLE (DV-DP)**

PREDICTORS	MULTIPLE R	R- SQUARE	F	P
RA	.59	.35	53.53	.0000**
I	.63	.41	8.75	.0039*
REC	.65	.43	3.98	.0488
SRD	.68	.46	6.06	.0156*
PI	.69	.48	2.02	.1582
RE	.70	.48	1.56	.2134
Rin	.71	.50	2.74	.1007

Table.21 (** Significant at .01 and * at .05 level)

The table reveals that Role ambiguity has the strongest contribution to Depersonalization among Readers ($F = 53.53, P < .0001$). It means that because of Role Ambiguity in their role Readers experienced the feeling of Depersonalization.

The second factor contributing to Depersonalization in this group is Inter Role Distance. F value is 8.75 ($P < .0039$).

Self-Role Distance is found to be the next factor, which contributed to dependent variable (Depersonalization). The F value is 6.06, which is significant at .05 level.

Other predictor variables REC, PI, RE and RIn regressing the criterion variable but not significantly.

**STEPWISE MULTIPLE REGRESSION ANALYSIS:
READERS (N=100)
SUMMARY TABLE (DV-PA)**

PREDICTORS	MULTIPLE R	R- SQUARE	F	P
RE	.59	.35	16.67	.000**
SRD	.60	.36	2.49	.118
TOTAL ORS	.62	.38	2.86	.094
RO	.63	.39	1.64	2.04

Table.22 (** Significant at .01 and * at .05 level)

Role Erosion emerges as a significant predictor of Personal accomplishment.

Other predictor variables SRD, Total ORS and Role Overload are not significantly predicting the Personal Accomplishment.

**STEPWISE MULTIPLE REGRESSION ANALYSIS:
PROFESSORS (N=100)
SUMMARY TABLE (DV-EE)**

PREDICTORS	MULTIPLE R	R- SQUARE	F	P
TOTAL ORS	.67	.46	83.94	.000**
RA	.71	.50	7.92	.006*
RO	.74	.54	8.90	.004**
RI	.77	.59	4.64	.034*
SRD	.78	.60	3.14	.080
RE	.78	.61	2.29	.134
PI	.79	.62	2.46	.120
RS	.80	.64	2.66	.107

REC	.80	.64	1.66	.201
Rin	.81	.65	2.27	.136

Table.23 (** Significant at .01 and * at .05 level)

Table indicates that Total ORS is strongly contributing Emotional Exhaustion as the F value is found to be the highest (83.94, $P < .0000$). It means that different Role dimension are influencing the Emotional Exhaustion among Professors.

Role Overload, a dimension of Role Stress is predicting the Emotional Exhaustion among the subjects. The F value is 8.90 ($P < .004$).

Role Ambiguity, Total Personality Hardiness and Role Stagnation are also predicting the Emotional Exhaustion among professors.

The other variables SRD, RE, PI, RS, REC, Rin are not predicting significantly although entering into the regression equation.

**STEPWISE MULTIPLE REGRESSION ANALYSIS:
PROFESSORS (N=100)
SUMMARY TABLE (DV-DP)**

PREDICTORS	MULTIPLE R	R- SQUARE	F	P
RA	.47	.22	2.64	.1071
AGE	.49	.24	1.70	.1950
RI	.50	.25	1.10	.2954
RS	.51	.26	1.5	.2205

Table.24

Variables RA, Age, RI and RS are not predicting Depersonalization significantly.

**STEPWISE MULTIPLE REGRESSION ANALYSIS:
PROFESSORS (N=100)
SUMMARY TABLE (DV-PA)**

PREDICTORS	MULTIPLE R	R- SQUARE	F	P
RA	.39	.15	3.59	.0611
RE	.45	.20	6.09	.0153*
RO	.47	.22	1.99	.1607
AGE	.50	.25	1.19	.2774
SRD	.51	.26	1.24	.2671

Table.25 (* Significant at .05 level)

Role Erosion is contributing Personal Accomplishment in this group. The F value is found to be 6.09 ($P < .015$).

The Other variables Role Ambiguity, Role Overload, Age and Self-Role Distance are not predicting to Personal Accomplishment significantly.

CONCLUSION.

The findings of the present study show that University teachers have a lower level of stress and Burnout. They have low feeling of Emotional Exhaustion and Depersonalization and high feeling of Personal Accomplishment, which reflects a low Burnout in them. They have a stronger feeling of being capable of attaining their goals and therefore, not becoming much depersonalized and emotionally exhausted. We can say that these teachers have lower Burnout because of their ability to deal with the multifarious problems of students and other type of problems effectively and efficiently. Due to these feelings they do not feel bad about

themselves and about others and about the job they have. Thus the feeling of competence and self-worth are high enabling them to counteract Burnout. Role stress is also experienced in low amount among these teachers. All the teachers experience Role Erosion, Resource Inadequacy and Role Isolation. More and more efforts are required to give them better resources, develop collaborative relationship and mutuality amongst teachers of different levels in different faculties.

In the present study significant differences among three groups (Professors, Readers and Lecturers) were studied. The obtained results indicated that these groups are significantly differ in their level of Role stress and burnout. The study examined significant relation between Role stress, demographic variables (Age and Tenure) and Burnout.

The study identified that all the Role Stress dimension including Total ORS significantly correlated with teachers' (including Professors, Readers and Lecturers) Burnout. Although they differ in terms of magnitude. Lecturers are found to be the most stressed group probably because they are less experienced, higher Workload, problem of clarity and some other factors.

The Stepwise Multiple Regression Analyses summaries that Total ORS, RO, RI, RE, Rin, and RA are the most significant predictors of Burnout among Lecturers. Total ORS, RO, RA, IRD, REC, SRD, and RE are the most significant predictors among Readers. Total ORS, RA, RO, RI and RE are the most significant predictors among Professors.

Finally, one may draw the conclusion that teachers of the University feel less Stress and Burnout.

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