

Empirical Analysis of Relationship between Occupational Stress and Organizational Burnout: Evidence from Higher Educational Institutions of Pakistan

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Abstract

Occupational stress and organizational burnout are the two major elements to determine organizational behavior and employees' attitude to work. The purpose of conducting this study is to examine relationship between occupational stress and organizational burnout among higher educational institutions employees and to investigate the impact of gender and job tenure of employees on stated relationship. To measure the occupational stress, modified instrument of Occupational Role Questionnaire (ORQ) is used developed by Osipow and Spokane (1981). Whereas the organizational burnout is measured by modified instrument of Maslach Burnout Inventory (MBI) developed by Maslach and Jackson (1986). The study sample consists of 230 respondents working in higher educational institutions of Islamabad and Rawalpindi, Pakistan, selected on basis of convenience sampling. Findings of the present study suggested that there is significant positive association between occupational stress and organizational burnout among higher educational institutions employees. Furthermore, present study also concluded that stress and burnout are independent of gender and job tenure impacts. However, employees' hesitation for willingness to respond due to lack of awareness about research importance was limitation of the study. The study will help to understand the relationship between the constructs, and further guidance to devise certain policies in lieu of training, career and growth development programs to overcome the organizational issues.

Key Words: Occupational Stress, Organization Burnout, Gender, Job Tenure, Higher Education, Pakistan

1.0. Introduction

Employees may not able to understand the job requirements and their attitude towards work may negative due to unwanted occupational stress (Gaillard, 2001; Maslach, Schaufeli, & Leiter, 2001). Occupational stress is defined as "incapability of employees to manage the job pressure due to gap of job demands and employees capabilities to fulfill the job needs" (Holmlund & Strandvik, 2005).

On the other hand, organizational burnout affects the overall performance, interest, satisfaction, motivation and commitment of employee and makes employee an unproductive worker (Desmond, 1988). The developed countries like Netherland and Sweden have provided a great deal of research and procedures to access the organizational burnout and how to overcome it (Schaufeli, Leiter, & Maslach, 2009). Organizational burnout is defined as "Job satisfaction when turns to job dissatisfaction and workers become no more productive for the organization" (Gaillard, 2001; Rees, 1997). Roots of the burnout concept are found in the socio-economic and cultural environment of USA during year 1960s which were further explained and identified during 1970s (Schaufeli et al., 2009). The strong evidences provided that organizational burnout has significant affect on health and job dissatisfaction of an employee (Gmelch & Gates, 1998). In education sector, teaching profession strongly exhibits the occupational stress and organizational burnout (Manning & Preston, 2003; Weisberg, 1994).

Faculty members demonstrate a struggling approach in order to obtain diversified communications skills for delivering the knowledge to students (Weisberg, 1994). Also, educational sector stakeholders which mainly includes institute management, students, student' parents, and ultimately society have higher expectations from educationalist. However, failing to cope with these expectations may likely to initiate the occupational stress leading to organizational burnout. Both occupational stress and organizational burnout are responsible for impacting the productivity of the organization and have serious consequences on the job performance of the employees in higher educational institutions (McCormick & Barnett, 2011). Also, feelings of lack of abilities and achievement among educationalist are resultant of occupational stress and organizational burnout which may further influence the goals of higher educational institutions (Choi, Cheong, & Feinberg, 2012).

The present study aims to find out empirically the relationship between occupational stress and organizational burnout. Furthermore, affect of Gender (male/female) and job tenure was checked on the stated relationship. This study will help faculty members, policy makers, and other stakeholders of private and public higher educational institutions in developing countries like Pakistan to understand the significance of the occupational stress and organizational burnout. Furthermore, few suggestions are also highlighted to overcome these organizational issues.

2.0. Literature Review

2.1. Occupational Stress

An extensive review of literature provides multiple dimensional meaning of occupational stress that might be non-stochastic variables, phenomena, agent, and situation may which upset the individuals' regular performance (Erkutlu & Chafra, 2006; Gmelch & Gates, 1998; Holmlund & Strandvik, 2005; Stokes & Kites, 2001). Generally, occupational stress might be distincted as individuals' reaction towards job requirements obligated on them (Erkutlu & Chafra, 2006; Gaillard, 2001; Tapas & Price, 2001). Furthermore, Occupational stress explains the individual psychological and substantial condition which is an ultimate responsible factor of individual bad health and effects quality of work (Erkutlu & Chafra, 2006; Holmlund & Strandvik, 2005; Rees, 1997). Moreover, Occupational stress process mainly consists of probable resource of stress (stressors), features of individual divergence (moderators, mediators) and outcomes of stress also called strain (Dua 1994; Erkutlu & Chafra, 2006).

Occupational stress initiates creating problems for individual performances as well as it's a root of increased costs and undesirable results for higher educational institutions (Ross, 2005; Stokes & Kite, 2001). Furthermore, Ross (2005) argued that employees of higher educational institutions exhibit unwanted feelings and behavior; poor physical health; and poor mental health due to unwanted stress (Ross, 2005). Anxiety, burnout, fatigue, tension and stressor are all different concepts associated with the occupational stress in higher educational institutions employees resulting in health problems like back pain, migraines and insomnia (Ivancevich & Matteson, 1998; Ivie & Garland, 2011; Tapas & Price, 2001).

2.2. Organizational Burnout

Regular dealings and close association required at working environment result in organizational burnout (Roper, 1998). An organizational burnout normally takes place in deprived working environment and particularly among academics. The level of dissatisfaction is higher among university level faculty and rate of leaving the job due to burnout is also high in higher educational institutions (Galinsky, Kim, & Bond, 2001; Ivancevich & Matteson, 1998; Weisberg, 1994). Though academic field requires a lot interaction with the peers and students. However, different studies found that organizational burnout intensity is generally high in higher educational institutions because of nature of faculty members inclined to work in remoteness and large amount of interaction with the students' effects emotional norms (Weisberg, 1994). Sometimes burnout may also results from improper co-operation of other faculty and staff in academic profession consequential in physiological and physical illness of individual (Galinsky, Kim, & Bond, 2001). Right people for the right jobs help them to overcome burnout because people feel more comfortable and satisfied to work in organizational environments suitable to their capabilities (Tapas & Price, 2001; Tracy, 2000). Furthermore, jobs which require specific skills and talent needs to hire people according to their expertise (Tracy, 2000). Every morning employees and faculty members get ready to reach their institutions with the motive to perform their jobs.

However, institutions do not find any productive work because burnout effect is largely influencing the employees in their organizational settings (Arshad, 2003; Manning & Preston, 2003; Ross, 2005). Faculty members' tendency to work decreases; and rate of absenteeism and leaving the jobs increase (Togia, 2005). Latham and Ernst (2006) showed that psychologist's viewed burnout as a factor of negative influence and divided it into further 12 phases mainly cynicism, aggression, depression and burnout disorder resulting in decreased motivation; job dissatisfaction and low job effectiveness of personnel in higher educational institutions.

3.0. Theoretical Framework

The theoretical framework of the present study is presented in Figure 01. The framework shows that present study has considered occupational stress as an independent variable and organizational burnout is taken as the dependent variable to find the relationship between these variables. Whereas, gender and job tenure are control variables of the study because present study also aims to see the impact of gender and job tenure on the stated relationship of occupational stress and organizational burnout.

3.1. Relationship between Occupational Stress and Organizational Burnout

During 1980s and 1990s studies revealed there is relationship between stress and burnout (Gmelch & Gates, 1998; Ivie & Garland, 2011; Paleologou, 2006; Ross, 2006; Rubin, 2006; Skinner & Roche, 2005). The social transformation of industrial society has brought the organizational stress that further translated the issue of burnout (Schaufeli et al., 2009; Skinner & Roche, 2005). Since stress and burnout have strong relationship in developed countries, developing countries are also likely to face similar relationship in higher educational institutions (Schaufeli et al., 2009). Because of challenging environment in developing countries like Pakistan, employees need to struggle more in order to keep them suitable for the designated jobs. Despite of the organizational issues, social aspects also influence the employee performance (Arshad, 2003; Cottini, 2012).

In addition to this, faculty members and other higher educational institutions employees exhibit more stress due to high job requirements and they may reveal burnout (McCormick & Barnett, 2011). Academia consists of diversified groups of people and it's difficult for faculty members sometimes to cope with organizational culture, standard policies, teaching methodologies, and stakeholders' requirements (Choi, Cheong, & Feinberg, 2012). Based on this discussion, the following testable hypothesis is drawn, i.e;

H₁: There is a significant relationship between occupational stress and burnout among higher educational institutions employees.

3.2. Gender Affect on Relationship between Occupational Stress and Organizational Burnout

The concept of gender differences emerged from Social Role theory presented in 1980s (Gilbert, Burnett, Phau, & Haar, 2010). During last three decades, it's found globally that Women participation in labor force has been increased and it becomes critical for the organizations to understand the gender differences for their business success (Malach & Schwartz, 2008). The entrepreneurial traits for identifying employee and organizational characteristics supported by Person-Organization fit theory also revealed gender behavioral differences (Malach & Schwartz, 2008).

With respect to high demands at job, different mental and health conditions are found for both males and female faculty members to sustain the work pressure in higher educational institutions (Cottini, 2012; Salo & Allwood, 2011). This is because the greater work family conflict and smaller peer support might responsible for producing difference in work behavior for faculty members in academia (Ronen & Pines, 2008). Furthermore, bivariate relationship analysis between gender and quality of life argued that female employees exhibits more depression and have lower quality of life than their male counterparts (Bonsaksen, 2012).

Since, prior literature provided that male and female have difference in attitudes towards works. Therefore, present study is attempting to find impact of gender on relationship of occupational stress and burnout among higher educational institutions employees. This will help to understand whether the level of stress and burnout are similar for both male and females or they experience different levels of stress and burnout while working in higher educational institutions. Based on this discussion, the following testable hypothesis is drawn, i.e;

H₂: Females staff carries more occupational stress and organizational burnout as compared to their male counterparts in higher educational institutions.

3.3. Job Tenure Affect on the Relationship between Occupational Stress and Organizational Burnout

The plausible determinants for job tenure mainly analyzed through Human Capital model and Job-Matching model (Battu, McMaster, & White, 2002). Human Capital model implies that on-job trainings for employees help them to generate specific skills to cope with the job requirements; whereas Job-Matching implies that good quality matches between employee and employer leads to job continuation for longer duration (Battu et al., 2002). Perceived usefulness of job experience from job trainings and quality matches helps to improve the job performance and building a stronger relationship for employees with their employers (Mahony, Klimchak, & Morrell, 2012). Similarly, in higher educational institutions, the existing employees with large job experience and age tend to have different satisfaction level of job in comparison to young newly inducted employees (Henkens, & Leenders, 2010). Furthermore, employees with long job tenure may generally found at higher job ranks, higher incomes, and have ultimately higher satisfaction level in academia (Koyuncu, Burke, & Fiksenbaum, 2006).

Since prior studies highlighted that length of job duration determines the individual differences of work towards organization because of different level of job satisfactions and attitude of work. Therefore, present study is exploring the impact of job tenure on relationship of occupational stress and organizational burnout in higher educational institutions in Pakistan. This may help to identify whether faculty members and other employees of higher educational institutions experience similar level of occupational stress and organizational burnout irrespective of their job tenure or job tenure has an impact on the constructs. Based on this discussion, the following testable hypothesis is developed, i.e;

H₃: Employees with less job tenure will experience more occupational stress and burnout as compared to employees with more job tenures in higher educational institutions.

4.0. Methodology

4.1. Sample

A total of 230 respondents consisting of males (n=92) and females (n=138) from different divisions of higher educational institutions in Islamabad and Rawalpindi, Pakistan were selected having the age range of 25-55 years. Minimum educational qualification of the respondents was graduation and work experience ranged from 6 months to 05 years. Out of the total sample 20 respondents were at the post of Directors, 50 were Associate Directors and rest of 160 were faculty members and the income level of the participants ranged equivalent \$ 600 to \$ 3,000 per month.

The subjects were approached individually during office hours in their respective offices at the respective institutions. The participations were voluntary and confidentiality of their data was assured. Informed consent of the respondents provided evidence for their voluntary participation and helped respondents to understand the purpose of the study in the covering letter of the questionnaire. Furthermore, respondents were requested to not leave any question unanswered for reaching the worthy findings of the study.

4.2. Data Collection Instruments

Data collection was carried out through personally administered questionnaire. The following two modified instruments were used, aligning with the nature and purpose of the present study to measure the occupational stress and organizational burnout.

1. Occupational Role Questionnaire (ORQ)
2. Maslach Burnout Inventory (MBI)

ORQ which is associated with Occupational Stress Inventory (OSI) and its three dimensions (Role Ambiguity, Role Boundary, and Role Overload) developed by Osipow and Spokane (1981) consisting of five point Likert scale.

General Job Satisfaction Scale is also considered as subscale of ORQ for the present study which was developed by Hackman and Oldhan (1975). It describes degree of measurement of employee satisfaction with the job. The two items of this scale are scored negatively. Occupational adjustment is measure by three dimensional OSI i.e., occupational stress, psychological strain and personal resources. Each of the three domains detailed information is provided by scale measuring these domains. However, for present study only three dimensions of ORQ are need to measure. The job stress domain is measured by set of three scales having ten items each which are collectively called the ORQ, comprising of scales such as Role Overload (Items 1-10), Role Ambiguity (Items11-20), and Role Boundary (Items 20-30), while Items 30-35 measures Job Satisfaction.

The organizational burnout was assessed through 22 items of MBI developed by Maslach and Jackson (1986) a well known instrument used in assessing burnout. It consist of three subscales, Emotional Exhaustion (9 items i.e., 1 to 9), Depersonalization of Others (5 items i.e., 10 to 14), and Reduced Personal Accomplishments (8 items i.e., 15 to 22). All 22 items used a 7-point Likert scale indicating the frequency of a feeling or perception. Scores ranged from 0 (never) to 6 (everyday). The first two scales are scored so that higher scores indicate greater problems with burnout. On depersonalization and emotional exhaustion subscales, high scores will reflect the high degree of burnout and whereas on personal accomplishment subscale, low scores will reflect the high degree of burnout (Maslach et al., 2001).

The reliability analysis for the scale in present study is provided in Table 1.

Table 1: Reliability analysis of ORQ, MBI and their subscales

S.No	Subscales of ORQ and MBI	No. of items	Reliability
1	Role Overload	10	0.72
2	Role Ambiguity	10	0.73
3	Role Boundary	10	0.62
4	Job Satisfaction	05	0.46
5	ORQ Total	35	0.68
6	Emotional Exhaustion	9	0.60
7	Depersonalization	5	0.52
8	Personal Accomplishment	8	0.46
9	MBI Total	22	0.61

The alpha reliability of Role Overload, Role Ambiguity, Role Boundary, and Job Satisfaction is 0.72, 0.73, 0.62, and 0.46. It shows that all these dimensions of ORQ are suitable in assessing Occupational Stress. Similarly, the alpha reliability of subscales of MBI that is Emotional Exhaustion, Depersonalization, and Personal Accomplishment were found to be 0.60, 0.52 and 0.46 respectively. It shows that all these dimensions of MBI are also consistent measures of burnout.

4.3. Data Analysis

The present study employed the quantitative techniques for data analysis to achieve the set objectives. The statistical data analysis software, Statistical Package of Social Sciences (SPSS) version 20 is used to analyze the study variables highlighted in the theoretical framework Figure 1.

The Correlation analytical technique shown by Table 2 provides the strength and direction of the relationship of subscales used to analyze the results in present study. This demonstrates that insignificant difference exists among occupational stress and organizational burnout among higher educational institutions employees. But certain subscales of ORQ and MBI show significant relationship with their own subscales. For example, Role Overload, Role Ambiguity, and Role Boundary show significant relationship with ORQ Total. Similarly Depersonalization, Emotional Exhaustion, and Personal Accomplishment show significant relationship with MBI Total.

Negative values indicate inverse relation i.e., Role Overload is inversely related to Job Satisfaction, Emotional Exhaustion, and Depersonalization (higher the workload lower will be the job satisfaction, emotional exhaustion, and depersonalization). The role ambiguity also shows negative relation with MBI Total. The results in Table 3 indicate that insignificant difference was found at 5 percent level of significance between male and female employees in higher educational institutions on four dimensions of Occupational Stress i.e., Role Overload ($t=0.943, p >0.05$), Role Ambiguity ($t=0.093, p >0.05$), Role Boundary ($t=0.775, p >0.05$), and Job Satisfaction ($t=1.83, p >0.05$). The overall results of ORQ total ($t=0.484, p >0.05$), were also found to be insignificant. This means that both male and female may likely to exercise similar level of stress while working in higher educational institutions. Hence, hypothesis for gender difference will be rejected for occupational stress level.

The results in Table 4 indicate that there is insignificant difference between male and female employees in higher educational institutions on three dimensions of MBI i.e., Emotional Exhaustion ($t=3.05, p >0.05$), Depersonalization ($t=1.51, p >0.05$), and Personal Accomplishment ($t=0.984, p >0.05$). Overall results of both male and female respondents on MBI were also found insignificant. This means that organizational burnout may likely to affect the employees of higher educational institutions in Pakistan irrespective of their gender. Therefore, equal chances exist to be suffered from burnout for both male and female employees and faculty members while working in higher educational institutions. Hence, hypothesis for gender difference will also be rejected for organizational burnout.

The results in Table 5 show that insignificant difference exists between job tenure of employees and ORQ explained by Role Overload ($t=1.44, p >0.05$), Role Ambiguity ($t=0.855, p >0.05$), Role Boundary ($t=0.227, p >0.05$), and Job Satisfaction ($t=0.921, p >0.05$). Overall results of ORQ total ($t=0.921, p >0.05$), were also found to be insignificant. This means that all higher educational institutions employees may likely to exercise similar level of occupational stress irrespective of their job tenure. Hence, hypothesis for job tenure difference will be rejected for occupational stress level.

The results in table 6 show that insignificant relationship exists between job tenure and organizational burnout among higher educational institutions employees on three dimensions of MBI evident by Emotional Exhaustion ($t=1.12, p >0.05$), Depersonalization ($t=0.559, p >0.05$), and Personal Accomplishment ($t=0.54, p >0.05$). Overall results of MBI are also found insignificant ($t=1.13, p >0.05$). This means that higher educational institutions employees may likely to accept similar level of organizational burnout irrespective of their job tenure and work experience with their respective organizations. No differential impact of burnout is found on employees with different job tenure. Hence, hypothesis for job tenure difference will also be rejected for burnout level.

5.0. Discussion and Conclusion

There were two main purposes of conducting the present study. First, it was to find out the relationship between occupational stress and organizational burnout and second to identify whether gender (male/female) and job tenure have any impact on established relationship within the organization. Certain conclusions might be drawn on the basis of results of the present study. In context of first hypothesis stating relationship between occupational stress and organizational burnout was asserted by the findings. The results revealed significant positive association between the two constructs. The findings are in accordance to other studies indicating that occupational stress led to increased feelings of burnout (Gmelch & Gates, 1998; Ivie & Garland, 2011; Paleologou, 2006; Ross, 2006; Rubin, 2006; Skinner & Roche, 2005). Hence, strong relationship exists between occupational stress and organizational burnout among faculty members and employees of higher educational institutions in Pakistan.

As far as the gender differences among occupational stress and burnout are concerned, the results indicated insignificant relationship between the two variables. The previous researches also showed the similar characteristics in demographic factors like age, gender, number of years to work and employee educational are independent of experiencing burnout effect (Togia, 2005). The gender differences are failed to achieve statistical significance in present study further supported the multivariate results of gender impact on occupational stress and organizational burnout relationship which showed that there is no difference of level of stress and burnout on male and females in organization (McCarty, Zhao, & Garland, 2007).

This means that female share similar trait of job behavior, job satisfaction and psychological well being with male in higher educational institutions (Burke, Koyuncu, & Fiksenbaum, 2009). Furthermore, the evidence from this study suggests that job tenure has no significant impact in causing difference of occupational stress and burnout. Similar results were observed on a study of law enforcement agencies in USA and job tenure had no significant impact and indicated a job period independent pattern of stress and burnout (Ivie & Garland, 2011). The occupational stress and organizational burnout have equal impacts whether employees are professionals, white collar or blue collar regardless of the job tenure (McCormick & Barnett, 2011).

The finding of the present study implies to formulate strategies for the higher educational institutions to prevent occupational stress and organizational burnout. A feasible working environment with good supervisory support is advantageous because good supervisors have sufficient amount of knowledge about the organizational environment and may train junior faculty and employees according to requirements of the designated jobs eventually reducing the organizational issues and increased productivity (Choi et al., 2012). This will also help the employees to find someone to talk about the rigors of the job and to obtained reasonable solutions. Similarly, organizations may need to focus on employees' recognition and job appraisal policies so that employees can derive job satisfaction from the organization. Furthermore, following policies may help to reduce the job stress and burnout level in higher educational institutions;

i). On Job Trainings (OJTs): On job trainings may be a useful tool for the organizations to deploy for avoiding the organizational issues mainly stress and burnout (Dasmond, 1988). This involves trainings of employees at their workplace which may be conducted periodically (Gaillard, 2001). Such OJTs may help the teachers and other professionals of the higher educational institutions to cope with the institutions' policies and job requirements (Cottini, 2012). Furthermore, this may also provide an opportunity for the employees to learn more about their job duties and perform their jobs efficiently (Ivie & Garland 2011).

ii). Relations with Co-workers: This is another useful tool which helps the employees of higher educational institutions to cope with occupational stress and burnout issues (Bonsaksen, 2012). As present study concluded that stress and burnout are likely to impact equally on both male and female, good relations with the co-workers alongwith good supervisory support helps to establish the gracious working environment (Choi et al., 2012). Employees' particularly female staff feels comfortable to work with their male counterparts and supportive attitude will lead females to become the good resource of the organizations (Arshad, 2003).

iii). Performance Appraisal Policy (PAP): An equitable PAP helps the organizations to ensure the equal reward system for the employees according to their skills, abilities, and performance for the assigned job (Gaillard, 2001). This may facilitate to increase the motivational level of higher educational institutions employees and their willingness to perform better will be increased (Choi et al., 2012; Paleologou, 2006). Such PAP provides a notion to employees about the organizational recognition of their work performance and ultimately reducing employees' stress and burnout level (Arshad, 2003).

iv). Equal Employment Opportunity Policy (EEOP): Due to discrimination and harassment in the for the employment in an organization, employees may likely to observe with stress and burnout (Cottini, 2012). However, this issue may be overcome by ensuring the EEOP implementation in the organizations (Ivie & Garland 2011). This will results in increased job satisfaction level for the employees and reduction in religion, color, race, age, ethnicity, and gender discriminations within the higher educational institutions (Bonsaksen, 2012).

6.0. Future Recommendations

As regard to limitations of the study, there is always a room for improvement and general recommendations can be put forward for further researches in this area. If limitations are controlled and we are provided with enough resources and time flexibility to encounter then much more meaningful end results are possible. As the sample of study was based on convenience sampling and the present study was conducted only in higher educational industry, it may affect the generalizability of the results. As for greater authenticity a diversified organizational structure sample should be used. People willingness to respond due to lack of awareness about the research importance was one of the major disturbing variable due to which the collection and quality of data are likely to suffer.

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Figure:

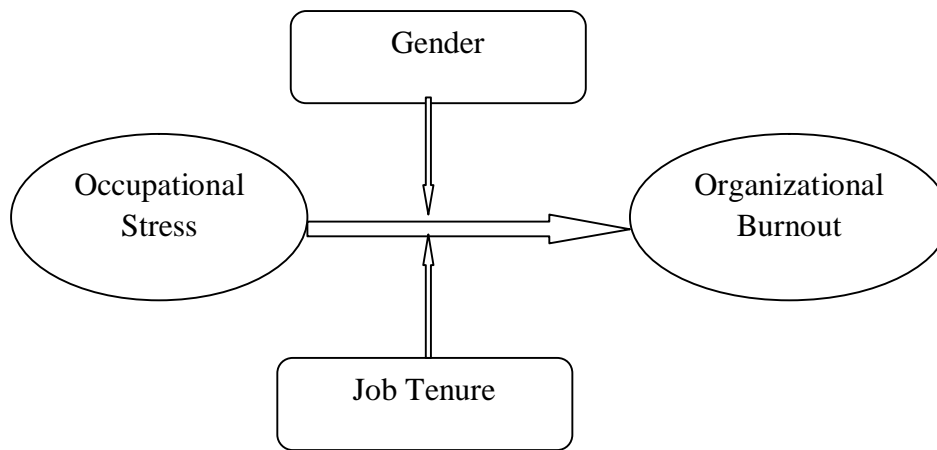


Figure 01: Theoretical Framework

Note: Occupational Stress = Independent Variable; Organizational Burnout = dependent variable; Gender and Job tenure = Control Variables

Tables

Table 1: Reliability analysis of ORQ, MBI and their subscales

S.No	Subscales of ORQ and MBI	No. of items	Reliability
1	Role Overload	10	0.72
2	Role Ambiguity	10	0.73
3	Role Boundary	10	0.62
4	Job Satisfaction	05	0.46
5	ORQ Total	35	0.68
6	Emotional Exhaustion	9	0.60
7	Depersonalization	5	0.52
8	Personal Accomplishment	8	0.46
9	MBI Total	22	0.61

Table 2: Correlation matrix between ORQ and its subscales with MBI and its subscales

S.No	Subscale	1	2	3	4	5	6	7	8	9
1	Role overload	1	0.343	0.249	0.151	0.096	-0.138	0.208	0.608	-0.188
2	Role Ambiguity	-	-	0.498	0.064	0.133	-0.169	0.069	0.792	-0.003
3	Role Boundary	-	-	-	0.054	0.020	0.160	0.110	0.835	0.110
4	Job Satisfaction	-	-	-	-	0.198	0.282	0.160	0.135	0.281
5	Emotional Exhaustion	-	-	-	-	-	0.509	0.117	0.055	0.834
6	Depersonalization	-	-	-	-	-	-	0.295	0.010	0.768
7	Personal Accomplishment	-	-	-	-	-	-	-	0.020	0.571
8	ORQ Total	-	-	-	-	-	-	-	-	0.29
9	MBI Total	-	-	-	-	-	-	-	-	-

Table 3: t- Analysis of scores of male and female respondents on ORQ and its subscales

ORQ and Subscales	Females <i>n</i> =138		Males <i>n</i> =92		<i>T</i>	<i>P</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Role Overload	30.08	7.02	32.38	6.24	-0.943	0.354
Role Ambiguity	34.75	5.20	34.50	8.24	0.093	0.927
Role Boundary	29.83	5.18	32.72	12.13	-0.775	0.445
Job Satisfaction	16.00	1.95	14.38	2.59	1.83	0.078
ORQ Total	110.66	9.49	114.00	22.434	-0.484	0.632

(Note: Degree of freedom, *df* =228).

Table 4: Gender differences on MBI among higher educational institutions employee

MBI and Subscales	Females <i>n</i> =138		Males <i>n</i> =92		<i>T</i>	<i>P</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Emotional Exhaustion	30.91	6.90	24.00	5.47	3.05	0.005
Depersonalization	13.58	3.44	11.50	3.83	1.51	1.41
Personal Accomplishmt	22.91	4.14	21.33	4.69	.948	0.351
MBI Total	76.41	11.38	56.83	9.09	2.82	0.009

(Note: Degree of freedom, *df* =228).

Table 5: t- Analysis of employee’s job tenure in relation to ORQ

ORQ and Subscales	1-3 yrs		>3 up to 7yrs		<i>T</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Role Overload	33.07	6.06	29.60	6.79	1.44	0.159
Role Ambiguity	35.42	5.94	33.20	7.87	0.855	0.40
Role Boundary	32.00	12.71	31.13	7.32	0.227	0.822
Job Satisfaction	14.92	2.70	15.20	2.36	0.288	0.775
ORQ Total	115.42	20.05	109.13	16.68	0.921	0.365

(Note: Degree of freedom, *df* =227).

Table 6: t- Analysis of employee’s job tenure in relation to MBI

MBI and Subscales	1 to 3 yrs		More than 3 upto7yrs		<i>T</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Emotional Exhaustion	28.42	8.14	25.52	5.56	1.12	0.271
Depersonalization	13.00	4.05	12.26	2.96	0.559	0.58
Personal Accomplishmt	22.64	4.08	21.73	4.78	0.54	0.58
MBI Total	64.07	12.90	59.53	8.23	1.13	0.27

(Note: Degree of freedom, *df* =227).