

Relationship between Job Stress and Employee Burnout-The Moderating Role of Self-Efficacy for University Teachers

¹ *Rabeea Ishaq*, ² *Asif Mahmood*

¹ *MS (Management) Scholar, Institute of Business & Management (IB&M), UET, Lahore.*

² *Institute of Business & Management (IB&M), UET, Lahore.*

In today's competitive environment, education plays an important role within the system. Moreover, the role of teachers is also very vital as the success of the institution depends upon them. The current study focused to find the relationship of job stress (JS) and employee burnout (EB) of university teachers and how self-efficacy (SI) moderates the relationship among psychological disorder of teachers. The country like Pakistan, where physical resources are poor, salaries are not appropriate, a discipline problem, managerial issues, lack of well-equipped resources are some of the causes of job stress and burnout. Data has been collected from university teachers of Pakistan. SPSS and Warp PLS have been used to test the hypotheses of study in the conceptual model. This paper is concluded with discussions on results implications for management and for university teachers.

Keywords: *Job stress, Employee burnout, Self-efficacy and university teachers*

Introduction

The role of universities is very much important for the development of human being, higher educational institutions are responsible to provide competitive human capital to forecast and meet upcoming challenges of a country. Because of the multidimensional role of universities, they supply the lifeblood to society in various ways. So for the quality of education teachers play an important role in a learning process. Teaching phenomena were once viewed as a low-stress occupation but results from recent studies revealed that university faculty is one of the most stressed occupational groups. This occupational stress is one of the major causes for incapability of employees to respond dynamic requirements.

According to Cooper (2004), Stress is defined by Latin word "string ere" which means "to draw tight". Teachers are the important pillars of any nation, they are considered as nation builders. For this

teachers have to be social, economically, physically and socially balanced. Job stress can be defined as an unpleasant condition or state in an organization which negatively affects the individual well-being and performance. Work-related stress is not a new phenomenon, mental or physical illness is the results of this type of stress. Job burnout is a psychological disorder that teachers faced due to continuous stress and pressure, Maslach in 1993 divide burnout into 3 dimensions; emotional exhaustion (it involves the feelings of depression, distress and coping ability), depersonalization (it can be viewed as coping mechanism) and reduce personal accomplishment (It is a 3rd stage and individual decline the feelings of competencies and success, this prevent individual to put his or her full potential). Burnout seems to be a global phenomenon and its context changes from country to country in some countries burnout is considered as a medical diagnose but in some countries, it is considered as non-medical, social labels that carry a stigma in

terms of psychiatric diagnosis. William B Schaufeli et.al (2009) defined burnout “ it is something you can say like a fire, once fire was burning it cannot continue burning brightly until it required resources that keep them replenished” he stated that similarly employees who experienced burnout situation they lose the ability to provide a contribution that makes an impact. Bandura (1997) defined “self-efficacy is an individual belief about his or her potential that can successfully execute the behaviour required by a particular situation”

University teachers are stressed out in such environment and can't perform their tasks efficiently. Teaching is a noble profession but under stressful conditions, it's impossible for teachers to teach students. University teachers are under heavy demands of HEC for further study and professional growth that is a stressful situation for teachers. Publication demands, job demands these all are creating a stressful environment for university teachers. Job stress, burnout among workers is measured in various other business sectors (especially in health and banking sector) but this effect is missing in university teachers. The objectives of this study are two firstly to measure the level of stress and burnout among public and private sector university teachers and secondly, this study intends whether self-efficacy acts as a moderating variable in the psychological disorder of university teachers.

Literature Survey

Job Stress J. C. Chen (2008) defined job stress “it's a conferential response to the job descriptions of employees” according to Chen job stress is a psychological pressure that is related to work and the ability of employees to respond the particular situation at the workplace by using his/her skills. Ernest W. Brewer (2003) Focused to find out why stress and burnout arises among teachers, stress results because of

incompatible fit between individuals and environment, because of Mismatch between objectives (reality of work environment), Subjective (individual perception about work environment) and Lack of fit among demands and abilities or to fulfill these demands. They concluded that lack of organizational support and job pressures causes job stress.

According to Nasser Bai et.al (2014) for improving teacher's effectiveness administration should know the needs of teachers, support teachers progress and teachers should involve an important decision. Results conclude that a significant relationship between teacher's effectiveness and administrative behaviour. Ejaz Ahmed Khan et.al (2014) mentioned the different types of stressors like role overload, high job demands, noise, lack of sleep and Time pressure etc. They conduct this survey research among lecturers and results revealed that stress and turnover intentions are positively related to each other, due to job stress the employee's turnover increases but satisfaction and performance decrease. Gillespie et.al in (2001) concluded that the five major sources of stress are insufficient funding and resources, a work overload, poor management policies, a job insecurity and an insufficient reward. Malek Jadiatawi et.al (2013) conducted a survey research on 217 lecturers from university of Damman, Saudi Arabia and concluded that the causes for stress are role conflict and role ambiguity, the reason is that most of them lack the special training, as well as their awareness level about their role, is not clear, secondly they stated that tolerance ambiguity acts as a moderator because it moderates the relationship between role overload and strain, tolerance ambiguity is a situation in which someone is ready or confident to take decision even a situation is not clear to the someone. According to Dr. G. Lokanadha Reddy and Dr. R. Vijiya

Anuradha (2013) stated the remedial for coping strategies for job-related stressors are improving self-esteem or build self-confidence, work on building emotional intelligence competencies.

Employee Burnout

The concept of burnout seems to be embedded with the social, economic and cultural development of the USA in 1960. In the early 1960 president, John F. Kennedy started a vision of public service in America. He challenged Americans to (ask not for what your country can do for you) but ask (what you people can do for your country?) so it is noticed that at that time globalization and privatization causes many rapid changes in work life due to increase in demand of new skills, needed to adopt new work style, pressure for improving quality of work, pressure for time etc. so all these in results may produce burnout partially in developing countries.

Burnout seems to be global phenomena and its context changes from country to country in some countries burnout is considered as a medical diagnose but in some countries, it is considered as non-medical, social labels that carry a stigma in terms of psychiatric diagnosis. William B Schaufeli et.al (2009) defined burnout "It is something you can say like a fire, once fire was burning it cannot continue burning brightly until it required resources that keep them replenished" He stated that similarly employees who experienced burnout situation they lose the ability to provide a contribution that makes an impact. W B Schaufeli (2003) defined the history of burnout that it started from the USA in the late sixties, burnout concerned with mental exhaustion, mental disorder, or it is a global phenomenon, and its causes relevant to organizations are work overload, role conflicts and lack of support. So burnout results job turnover, poor performance, distress, depression and job dissatisfaction

but these causes of burnout may vary from culture to culture.

Self-Efficacy

Noman et al (2012) conducted a research among physicians and concluded a negative relationship between self-efficacy and employee burnout. Female physician faces more burnout as compared to male. Schwarzer and Schmitz (2005) divide the self-efficacy into two levels high and low. High level of self-efficacy reflects an attribute of people who have mastery goals; they preferred to execute extra demanding assignments. Low level of self-efficacy people are avoidant oriented and it linked to exhaustion, depression and nervousness. Al-hajj et.al (2004) stated that faculty members are unable to maintain a balance because of workload among teaching, research and service. Einar M.Skaalvik et.al (2010) conducted a research in Norway among elementary and middle school teachers and concluded that teacher's self-efficacy is negatively related to the burnout of teachers. Freud c. Lunenburg (2011) stated that there are four major sources of self-efficacy, Performance outcomes (it includes your past experience that can be positive or negative), Vicarious experience that we learned by comparing our self with others, Verbal persuasion includes the encouragement and discouragement from other people and Physiological feedback (your emotions effects on self-efficacy e.g. sweaty palm, anxiety or increasing heart beat after a comparing in front of large group of people). According to Will J.G Evers et.al (2002) survey (n=490) in Netherlands teachers belief on self-efficacy and their attitude on the effectiveness and usefulness of new study home are related to burnout, those teachers who are having more self-efficacy they are more risk takers and they are willing to implement new practice and they have less susceptible to burnout.

Relationship between Variables

The first person who defined the concept of teacher burnout was Freuden Berger he was a psychiatrist and in 1974 he defined that “People faced exhaustion and fatigue as a result of working too long, too much and too intensely” According to him a common phenomenon is” you can’t burn if you are not on fire, to begin with,” Teachers are on fire when they experience motivation, and passion to carry on with their teaching assignments challenges and being able to bear all the issues that come along, so burnout is a response of a teacher with those issues or challenges. According to Cathene A.Animo (2012), Every teacher is facing a burnout once they entered into the fire they don’t know how to fix their issues or problems that cause burnout because of the expanding network of education system now a day’s teacher burnout is a major issue.

Bochen et.al (2015), conducted a cross-sectional study in 6 universities of China with total respondents of 1500 and found major factors that effects on the satisfaction level of teachers, He stated that OS (occupational stress) has a negative effect on the satisfaction level of teachers. Joan E Van Horn (1999) stated that there is a correlation between investment, outcomes and burnout male show more burnout then female teachers, old teachers show more incompetent as compared to young teachers. According to Dr Samuel o salami (2011) job stress, social support and the personality traits are correlated with each other and these are the predictors of job burnout further he divides these three into two factors Environmental factors (including job-related stress and social support) or personal factor (personality traits). Research evidence showed a high level of stress and burnout among lecturers of higher education institution but now there is a need to investigate a significant relationship and how job stress is related to employee

burnout. Jani H Hakanen et.al (2006) conducted a survey in nether land primary and secondary vocational schools (n= 2038) according to the two parallel process involved in teachers wellbeing, energetic and motivation they concluded that teachers burnout mediates the relationship between job demand and ill health and secondly burnout mediates the relationship between lack of resources and poor engagement.

Adebayo Sulaiman Olanrewaju et.al (2013) stated that female workers are experienced more burnout as compared to male workers. They use MBI burnout scale to check the burnout level of workers in 4 health groups (pharmacists, health assistants, doctors and nurses) and concluded that sex has a significant relationship with burnout. Faiza Shaheen et.al (2015) conducted a research in Lahore on 380 respondents of public school teachers also facing the burnout phenomena which in turn affects the performance of students or as well as other people concerned with them. They found that females are facing more burnout as compared to male because of additional household duties. Shoaga et.al (2015) conducted research among 150 teachers and stated that the basic factors that lead to job stress among teachers are nervousness, high expectations or hopes, or the causes of burnouts include fatigue, frustration and emotional feelings at the workplace. Mohammad shabbier et.al in (2015) collected a data from 150 randomly sampled respondents of primary school teachers of Azad Kashmir and found that job insecurity, workplace politics, workload, and poor work environment are the major causes for job stress. G Lokanadha Reddy et.al (2012) focused to check the occupational stress and burnout factors among teachers of university in India and they stated that teachers are facing great level of stress at university level, this cause organizational inefficacy, high turnover, absenteeism, decrease quality

of work, increase in cost of health care and as well as decrease in employees job satisfaction, they found the positive relationship between burnout and occupational stress, 74 % teachers are facing moderate and high level of occupational stress and 86 % teachers have professional burnout .

Buran toker et.al (2011) conducted a survey research on 648 academia's working in university of turkey, data collected by using MBI scale from 31 foundation universities, results conclude that research assistant facing more level of burnout as compared to the professors, research assistants facing high level of depersonalization as compared to the university professors and gender was not significantly related to the employee burnout but some demographics like age, marital status, are significantly related to job burnout. Azeem et.al (2008) claimed that university administration should observe the factors that can affect on academicians effectiveness and few remedial actions to develop education. Otherwise, the relationship between administration, students and teachers will be affected and in results, the education quality will be negatively affected. Ludwig f. Lowenstein (1991) stated that the causes of burnout are lack of resources, isolation, and a large number of students in a class, lack of classroom control, role ambiguity, limited promotional opportunities and lack of support. According to the research of Pandey R and Tripathi S (2001) role ambiguity and political pressures are the two main factors or components for burnout, teaching is a stressful occupation and role ambiguity, and unreasonable group pressures are the syndromes for stressors. Mika Kataoka (2014) conducted a research (n = 405) in Japan with a response rate of 43.8 %. This research concluded that university teachers are facing some mental health problems and

to overcome these problems it's necessary to give them some benefits these benefits includes give them leave with pay, high job satisfaction, keep job control level and social support. Results revealed that ineffective coping style leads to poor mental health of university teachers. Winfield et.al (2003) conducted a research on 900 respondents from 17 universities in Australia and results of this research revealed that psychological wellbeing is highly correlated with university well-being, M. Y. Tytherleigh et.al (2005) the most common cause of job stress in university teachers is insecurity. Staff reported that the high level of stress is related to According to Anthony H. Winfield (2001) research (n=2040) with a response rate of 72 % in Australia the staff who involved in both the research and teaching they are facing high psychological distress and low level of job satisfaction, they face problems in securing research funds, as well as decrease in facilities and support for teaching and researchers. Si -Ying et.al (2011) used MBI scale, cluster sampling to find the relationship between quality of life and stress, he measures the burnout and occupation-related stress among doctors. Abdul Qayyum Chaudhary (2012) focused on demographics of age, gender, or a type of organization, and then checked the level of occupational stress among them, he concluded a no significant difference between male and female faculty members stress level but he found the significant difference between mean of faculty members who are more age they faced less stress or who are having less age they face more stress. According to Anwar Khan Et.al (2012), stress in teachers is the result of the reaction to unwanted environmental factors.

Rosman Md Yusoff and Faisal Khan (2013) conducted a systematic review of 8 journals, 6 books, and 4

electronic databases, and concluded that teachers and administration should know about the factors or causes of burnout and stress, stressors and coping strategies for making the environment more effective. Raza (2012) analyzed 55 universities lecturers regarding job stress and satisfaction and concluded that 4 factors that are related to job stress are physical, environmental risk, psychological and general factors. According to Akbar et.al (2011), main stressors of teachers include work overload, role conflict and student issues and private sector as compared to public and female as compared to male face more stress level. Usman (2011) stated a positive relationship between role stress, role ambiguity, role conflict and work stress in university faculty and it is negatively related to the commitment to organization and satisfaction of job. According to Riaz Ahmed (2013) research (n=100 faculty members), faculty work engagement is negatively affected if faculty feels emotional exhaustion and possesses a sense of depersonalization. University teachers are under heavy demands of HEC for further study and professional growth that is a stressful situation for teachers. Publication demands, job demands these all are creating a stressful environment for university teachers. Job stress, burnout among workers is measured in various other business sectors (especially in health and banking sector) but this effect is missing in university teachers.

Problem Statement

The problem statement of this research study is: “To investigate the impact of stress on employee burnout for university teachers at work place and how self-efficacy moderates this relationship”

Research Objectives

Objectives of this study are following

1. To measure the relationship between stress and burnout of public and private sector university teachers

2. To identify the moderating role of self-efficacy in the psychological disorder of university teachers.
3. To check the significant difference in stress of public and private university teachers.

Research Questions

This research is based on the following research questions

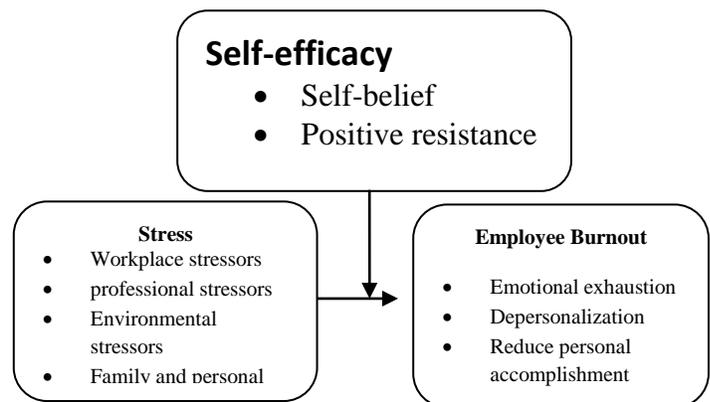
1. What’s the relationship between job stress and employee burnout of university teachers?
2. To what extent self-efficacy is moderating the relationship between dependent and independent variable?
3. Is there a difference in stress and burnout level of private and public sector university teachers?

Hypothesis

- **H1:** There is a significant relationship between Job Stress and Employee Burnout of university teachers.
- **H2:** Self Efficacy acts as a moderator between Job Stress and Employee Burnout.
- **H3;** There is a significant difference between Job Stress level of public and private sector university teachers.

Conceptual Model

Fig.1: Theoretical Framework



Scale To measure JS 5 point daily stress scale (DSS) ranged (1= strongly disagree to 5= strongly agree) by Zarghuna Naseem and

Ruhi Khalid (2012) is used. To measure employee burnout MBI (Maslach burnout inventory, 1981) 7 point scale is used to measure 3 dimensions, of the scale ranging from (6 = every day to 0 =never) and Schwarzer & Jerusalem (1995) 10 items scale ranging from (1=not at all true to 4=exactly true) has been adopted to measure self-efficacy.

Sample

The approach that is used to collect data is questionnaire researcher visit 5 public and 4 private universities of Punjab to fill the questionnaire. The target of this study was university teachers including lecturers, professors and assistant professors etc. Data is collected from different departments by using convenience sampling. Most of the teachers completed this questionnaire in 7 to 8 minutes but few of them take more than 10 minutes to fill the questionnaire. In each department, I explained them the questionnaire and also explained to them their responses will remain confidential and the participants were voluntary. For more confidentiality teachers did not include information like name or any department information. Researcher's distributed 250 questionnaires, 240 filled questionnaires were returned with a response rate of 96%.

Results and Discussion

Demographics and Correlation

Demographic data were collected in several areas. Findings indicate that out of 240 respondents 53 % of respondents were male and 47 % were female. 15 % of them were Graduate, 58 % and 27 % were postgraduate and doctorate respectively. Participant's occupation varies with 41 % from the public sector and 59 % from the private sector. From the total respondents of 240 majorities of them were postgraduate 58 %, most of them are lecturer 49% with experience of 5-10 years 45 %.in terms of marital status, 54 % were married and 46% were unmarried.

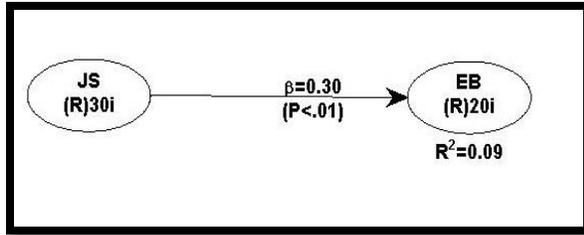
Table 5.1 is showing more about demographics of participants.

Reliability analysis is basically used to measure the internal consistency of the scale. Payot et.al in 1991 stated that the satisfaction of life scale results in a good internal consistency with the Cronbach's alpha value of .85. In the current study the values MBI almost nearer to it. That is considered ideal according to Payot. Hair, Black et.al in 2006 concluded that reliable coefficient of .7 or more is considered adequate. MBI (Maslach burnout inventory; 1981) reliability value is .828, similarly, the reliability of stress scale and self-efficacy scale is .713 or .655 respectively.

Correlation explains the type (positive or negative) of the relationship between variables (dependent, independent). Coetzee in 2003 stated that when we are noting the correlation between independent and dependent variable, its larger value of magnitude indicates a strong linear association between variables. SE is negatively correlated with EB with ($r = -.363$, $p = 0.000$) which is showing that an increase in EB will result in decrease in SE. JS is positively correlated with EB ($r = .137$ or $p < 0.05$) showing a direct relationship between these variables, an increase in JS in results increase the level of EB of university teachers. Similarly, JS is also negatively correlate with SE with ($r = -.095$, $p < 0.05$) concluding the indirect relationship of JS with SE.

1st Hypothesis: *Warp PLS has been used to check the linearity between dependent and independent variables.*

Figure 2: Linear relationship between JS and EB



R square value represents that how much of variation in employee burnout can be explained by job stress. The value of R square is .09 which means that linear regression explains 9 % of the variance in the data. Individual inspection revealed the statistics with JS (Beta = .30, p < 0.01) are significant predictor of employee burnout. A higher level of stress will result in higher level of employee burnout.

APC value is .299 or p<.001 this is same as beta coefficients but in PLS-SEM (structural equation modelling) analysis beta coefficient is considered as an average path coefficients. Value of adjusted R squared is .86 which is below than the value of ARS or p<.001. The value of AVIF is 1.078 that is acceptable because it is <5 according to (source: result test of WARP PLS) its ideal value is 3.3 but if its value is less than 5 it is good or acceptable. Values of APC, ARS, or AVIF all are acceptable according to given conditions its means the model is best fitted according to the data. Abdul Qayum Chaudhary (2012)

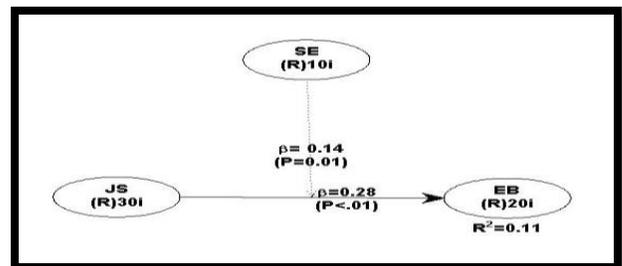
stated that in Pakistani universities teachers are facing a moderate level of stress. He also found a no significant difference between stress levels of male or female teachers. So this job stresses in results affect the burnout level of teachers. The above results explain

that stress level among university teachers are increasing day by day because of four major stressors these are; environmental, family, professionals and workplace stressors. A linear relationship in job stress and employee burnout indicates that it in results affect the performance level of teachers, the major problem behind these are the dual tasks of teachers as teachers or as a researcher, their efforts towards publications and change in job demands etc.

2nd Hypothesis; “self-efficacy acts as a moderator between employee burnout and job Stress”

PLS based SEM has been used to test the second hypothesis of this research; SEM is used to test the complex relationship between variables. It is also named as statistics of today.

Figure 3: Moderating Role of SE



The value for beta is 0.14 or P = 0.01, the positive value of beta indication that SE is moderating the relationship between JS and EB. Research of Xiaobo Yu (2014) on physicians in Australia stated that self-efficacy is significant correlates with burnout. Results of figure 2 are showing a significant model fit. Which

Table 1 : *General Findings of 2nd hypothesis*

	Values	P values
Average path coefficients (APC)	.207	P<.001
Average R squared (ARS)	.108	P= 0.02 so it is <.05
Average variance inflation factor (AVIF)	1.029	Good if <5 or ideally = 3.3

explains that self-efficacy acts as a moderator between dependent or

independent variable, Lower level of self-efficacy means that teachers are more

avoidant oriented, suffering from depression or nervousness High level of self-efficacy means teachers are more confident, bear challenges and any unwanted situation with full potential. So those teachers who are having a low level of self-efficacy they are suffering stress and burnout more as compared to the other group of teachers who are having a high level of self-efficacy. The

value of beta= 0.14, p = 0.01 which shows that for every 1 unit increase in SE the outcome of EB will be increased by .14 unit.

The third Hypothesis; “There is a significant difference among stress level of public and private sector university teachers”

Table 3: *Group Statistics*

	Occupation	N	Mean	Std. Deviation
JS	public sector	99	104.8401	6.80323
	private sector	141	111.2844	9.73582

Levene’s test of equality of variance is basically an inferential test that we used to check the equality of variance between two groups. It's means that there is a significant difference among the stress level of public and private sector university teachers. syed Gohar Abbas (2012) limit his research that there should be a research that focused on the stress comparison among public and private sector universities; so this research contributes to check that there is a difference among stress level of public and private

sector university teachers. Teachers belong to Private sector are suffering more stress as compared to public sector university teachers, these are because of job insecurity, high job demands, increasing number of hours, and demand for a professional growth, few other reasons for this stress differences are maybe because of variations in Workload, Job insecurity, Pay and benefits, More demands and Working conditions (stress) etc.

Table 4: Independent t-test

	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig.	t	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	6.34	.012	-5.6	.00	-6.44	1.13
Equal variances not assumed			-6.0	.00	-6.44	1.06

Imitations and Future Research Directions

As we know that there is always a room for an improvement and recommendations can be given to others in this area. Convenience sampling is used in this research that may be affect the generalizability of the results. The sample size of this study is 240 so there is a need to apply this research to a large sample size. Future research may be an experimental study that focuses on the

casual relationship between these variables. Furthermore, university cultural issues may be considered. This research is conducted in Pakistan the results may be varying from other countries because of cultural variations so cross-cultural biases may be considered.

Implications

The university management should give awareness to teachers about the existence of stress; they should make coping strategies for the well-being of teachers from any type

of psychological disorder. Further, the present study demonstrates that there is a significant difference between the stress of private and public sector university teachers.

This is because of the difference of job insecurity, work pressure and duty hours of private sectors as compares to public sectors. In sum, this study helps the management to think about the policies for the well-being of teachers that in results motivate them to perform the task effectively or efficiently as well as increase their level of self-efficacy. This study focuses on policy makers of universities to redevelop their policies to improve the quality of work of teachers,

Conclusion

Findings indicate the significant relationship between job stress and employee burnout

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level of university teachers that teachers who are suffering from the stress they in result convert themselves to burnout. Secondly, this research explaining the moderating role of self-efficacy between stress and employee burnout. Those who are having more self-efficacy level they are not affecting more by these psychological disorder situations as compared to others who are having a low level of self-efficacy. Clark, 2002 concluded that change must from the top management so they should realize the problems of their workers (employees), and make policies for the improvement or well-being of teachers. In last this research concluded that there is a significant difference between the stress level of private and public sector university teachers.

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