PERSONALITY TRAITS AND BURNOUT AMONG
PUBLIC SECTOR UNIVERSITY TEACHERS

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Certified that M.Sc Research Report titled "**Personality Traits and Burnout among Public Sector University Teachers**" prepared by **Ms. Aatika Basir** has been approved for submission to Quaid-i-Azam University, Islamabad.

(Ms. Aneela Maqsood)
Supervisor

Dedicated to my sweet and lovely parents, for their utmost support, belief, confidence and faith in me!

"My parents are like crystal,
Pure and with no scratch
As simple as glass, but before all,
As valuable as rare diamonds match

Their love I wouldn't do without
Because then life would be only pain,
That's why when dusk comes down
I thank God this present He made

They have always been my soothe
My joy and feeling
A love like this, so true
Survives for the infinity"

Lupércio Mundim

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ABSTRACT

The present study investigated the relationship between personality traits and different dimensions of burnout among public university teachers. Moreover the impact of demographic variables such as age, experience and education, on burnout was also explored. The sample of study consisted of 40 male university teachers from different public universities of Islamabad. In order to assess personality traits Mini Marker Personality Inventory (MM) developed by Saucier (1994) was used. Burnout was assessed by Maslach Burnout Inventory-MBI (Maslach et al., 1996). MBI comprises of three subscales namely emotional exhaustion having 9 items, depersonalization having 5 items and personal accomplishment having 8 items. Mini Marker Personality Inventory comprises of five subscales namely extraversion, agreeableness, conscientiousness, emotional stability, intellect or openness, each having 8 items. The results indicated that personality trait of extraversion was positively related to emotional exhaustion, depersonalization, personal accomplishment and total score on burnout. Further results indicated non-significant impact of personal variables including age, educational qualification and experience on MBI. Findings of the study were also discussed in the light of socio-cultural context of teaching profession.

INTRODUCTION

INTRODUCTION

Study of organizational behavior gained momentum in the last two decades. Organizations emphasis upon improved productivity and focus is shifted to human aspect of organizations (Luthans, 1992). Management gives importance to technical, conceptual, and human aspects of organizations. The technical dimension consists of the manager's expertise in computers, accounting, engineering or marketing. Today managers are technically more competent. Human problems faced by the management today include various issues such as laziness, stress, running after monetary rewards, money and power (Davis & Newstorm, 1985).

It is well documented that professionals experience more job stress while working in helping professions such as medicine, teaching, nursing and policing (Brookings, Bolteon, Brown, & McEvoy, 1985; Maslach & Pines, 1997; Kyriacou & Sutcliffe, 1978; Blasé, 1986). Among other professionals, teachers experience a lot of job stress (Maslach, 1982). If an employee is under stress for a prolonged period of time, he or she may finally come to a situation that he or she can no longer cope with it. According to Maslach and colleagues (Maslach & Pines, 1977; Maslach, 1978; Maslach & Jackson, 1981), employee in this situation is unable to maintain the care and commitment that is brought initially to work which leads to the feelings of burnout. Burnout has been recognized as a serious threat, particularly for employees who work with people (Van Dierendonck, Schaufeli, & Buunk, 1993, as cited in Sibert, 2006).

Job burnout is a complicated condition caused most often by the conflict between an employee's values, priorities and needs; the organization's values; and the job requirements. Ironically, the most dedicated employees—those who continually strive for excellence and go beyond the minimum effort required to remain employed—are most at risk. Prime job burnout candidates are highly productive, creative individuals who take pride in their work, have good work ethics,

and try to make difference—the kind of employees most companies want (Schultz & Schultz, 1990).

Substantial amount of research has shown that personality traits are related to the performance of many different jobs and work settings. Psychologists have long recognized the importance of work in our lives. Infact industrial/organizational psychologists specialize in studying all aspects of behaviour in work settings, everything from how people actually perform their jobs and attitudes they hold about them through factors that increase and decrease their work motivation and their willingness to help and harm, other people in their work setting (Neuman & Baron, 2003, as cited in Baron, 2003). A growing body of evidence indicates that personality plays a role in such processes, and that knowledge about personality can be applied in important ways to enhance people's experience to work.

Pakistani Teachers

The arena of teaching specifically, and teachers in general, and the issues related to it, has been a popular area of study in psychology (Gage, 1963; Gould, 1934; Lindzey & Aronson, 1969; Shahab, 1996; Travers, 1973; Wittrock, 1986). Educational psychologists have long been interested in the importance of teaching career such as Cook, Leeds & Callis, Lindzey, & Aronson (as cited in Naheed, Rehman, & Shah, 2000). Teaching profession requires knowledge, skills, inspiration, creativity, and intuition (Ball & Goodson, 1985; Hunt, 1990; Scotter, Haas, Kraft, & Schott, 1991). Teachers, who are true, dedicated, and sincere to their profession does not view themselves as a seed machine, rather they view themselves to prepare the soil for the seed. Teaching should not be considered as a simple process of imparting knowledge, but is to understand a student through his intelligence, behaviour, needs, goals, and inspirations. Teachers with their different characteristics, attitudes, and beliefs make a direct impact on their students (Naheed, Rehman, & Shah, 2000).

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In Pakistan, teaching is viewed as one of the most stressful professions due to number of reasons including their pay structure, general status, working conditions, school environment, sex, gender, age, experience etc. On the contrary, positive aspects include job satisfaction, enhancement of well-being and self-image (Hassan, 1978).

Burnout

Researches have established complexity of the constructs job stress and places the individual stress experience within a larger organizational context of people's relation to their work. In the current perspective, the work on burnout has expanded and has led to new conceptual models. The focus on work engagement which is the positive antithesis of burnout yield new perspectives on the interventions to alleviate burnout. The special focus of burnout, the solid research basis concerning the syndrome, and its specific ties to the work domain make a distinct and valuable contribution to people's health and well-being (Maslach, Schaufeli, & Leiter, 2001).

The concept and phenomenon of burnout first received serious attention when Freudenberger (1974) used the term to denote a state of physical and emotional depletion resulting from conditions of work. Freudenberger (1974) defined the term as "to fail, to wear out, or become exhausted by making excessive demands on energy, strength, or resources" (p. 159). The concept was popularized in the 1970's and 1980's by Maslach (1976), who investigated the prolonged effects of stress on various professions.

Burnout is a psychological term for the experience of long-term exhaustion and diminished interest (depersonalization or cynicism), usually in the work context. Burnout is often construed as the result of a period of expending too much effort at work while having too little recovery, but it is sometimes argued that workers with particular personality traits (especially neuroticism) are more prone to experiencing

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burnout. Further, it appears that researchers disagree about the nature of burnout. While many researchers argue that burnout refers exclusively to a work-related syndrome of exhaustion and depersonalization/cynicism, others feel that burnout is a special case of the more general clinical depression or just a form of extreme fatigue/exhaustion-thus omitting the cynicism component (Maslach, 1982).

Maslach and Goldberg (1998) defined burnout as the *"loss of concern for the people with whom one is working"* in response to job-related stress. For Maslach, many things can happen when job-related demands become excessive; burnout refers "to one particular kind of response-tendency to treat clients in a detached mechanical fashion". Burnout is a prolonged response to chronic emotional and interpersonal stressors on the job, and is defined by the three dimensions of exhaustion, cynicism, and inefficacy (Maslach, Leiter, & Shaufeli, 2001).

Pines and Aronson (1988) defines the syndrome as a state of mental, physical and emotional exhaustion caused by long-term exposure to emotionally demanding situations.

According to Kohan and Mazmanian (2003) burnout is an extreme state of resources draining, resulting from a chronic exposure to work-related stress. It is associated to decreased capacity of performing individual functions, physical indisposition, depression, anxiety, difficulties in developing interpersonal relations, increases in drug-usage, absenteeism, and higher number of workers replacement; deficit in work performance, intention of giving up and decrease in organizational commitment.

The characteristics of burnout were described as cynicism, negativism, inflexibility, a know-it-all attitude, absenteeism, psychosomatic complaints, and physical illnesses (Freudenberger, 1974). Burnout is an individual phenomenon, it is an internal state involving feelings and motives, and it is a negative experience for a person. The negative aspect includes a degree of emotional exhaustion, with loss of

feeling and concern, loss of trust, loss of interest, and loss of spirit. There is a negative reaction to others, including aversion to clients, reduced idealism and irritability. There is a negative reaction to oneself and one's accomplishments, involving feelings of helplessness, depression, withdrawal, and inability to cope (Pines & Aronson, 1988).

The Maslach Burnout Inventory (MBI) is the most widely used instrument to measure burnout. It consists of three subscales to measure the three components of burnout- emotional exhaustion, depersonalization, and low personal accomplishment. Research on the Maslach Burnout Inventory has shown it to be highly reliable and valid. The psychometric properties of the MBI have been tested and thus far it is considered to be a sound instrument. With regards to its reliability, "the MBI has evidenced relatively high internal consistency and test-retest reliability" (Lee & Ashforth, 1990, p.743). High burnout scores have shown a significant positive correlation with larger caseloads for social security agency employees, with marital problems among police officers, and with high staff-child ratios among social workers (as cited in Schultz & Schultz, 1990).

Dimensions of Burnout

Job burnout has been conceptualized in many different ways; however the most cited definition is "a syndrome of emotional exhaustion, depersonalization of others, and a feeling of reduced personal accomplishment" (Lee & Ashforth, 1990, p.743). It is a condition that is on a rise in workers today. According to Maslach and Goldberg (1998) *"burnout is a three dimensional syndrome which are: emotional exhaustion (feelings of being emotionally over extended and exhausted by one's work), depersonalization of others (impersonal responses towards the recipients of one's care) and perception of reduced personal accomplishment (low feelings of competency and successful achievement in one's work) resulting from intense involvement with people in a care-giving environment"* (p. 232).

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The term burnout refers to a state of emotional exhaustion caused by excessive psychological and emotional demands made or helping others. It is the first stage, and plays a central role in the burnout process (Lee & Ashforth, 1993). It is characterized by lack of energy and a feeling that one's emotional resources are depleted. Emotional exhaustion is also called as compassion fatigue because the employee is unable to give support and care to his clients (McShane & Glinow, 2003).

Figure1

Major Components of Burnout

```
                                    Burnout
                          ┌─────────────────────────┐
                          │ Physical exhaustion     │────────────┐
                          │ (Fatigue, lack of       │            │
                          │ energy)                 │            │
                          └─────────────────────────┘            ▼
                          ┌─────────────────────────┐    ┌──────────────────┐
                          │ Emotional exhaustion    │───▶│ Reduced          │
 ┌──────────────────┐     │ (Depression, feelings   │    │ performance; other│
 │ Intense and      │     │ of hopelessness)        │    │ negative effects │
 │ prolonged work-  │────▶└─────────────────────────┘    └──────────────────┘
 │ related stress   │     ┌─────────────────────────┐            ▲
 └──────────────────┘     │ Attitudinal exhaustion  │────────────┤
                          │ (Depression, feelings of│            │
                          │ hopelessness)           │            │
                          └─────────────────────────┘            │
                          ┌─────────────────────────┐            │
                          │ Feelings of low personal│────────────┘
                          │ accomplishment          │
                          └─────────────────────────┘
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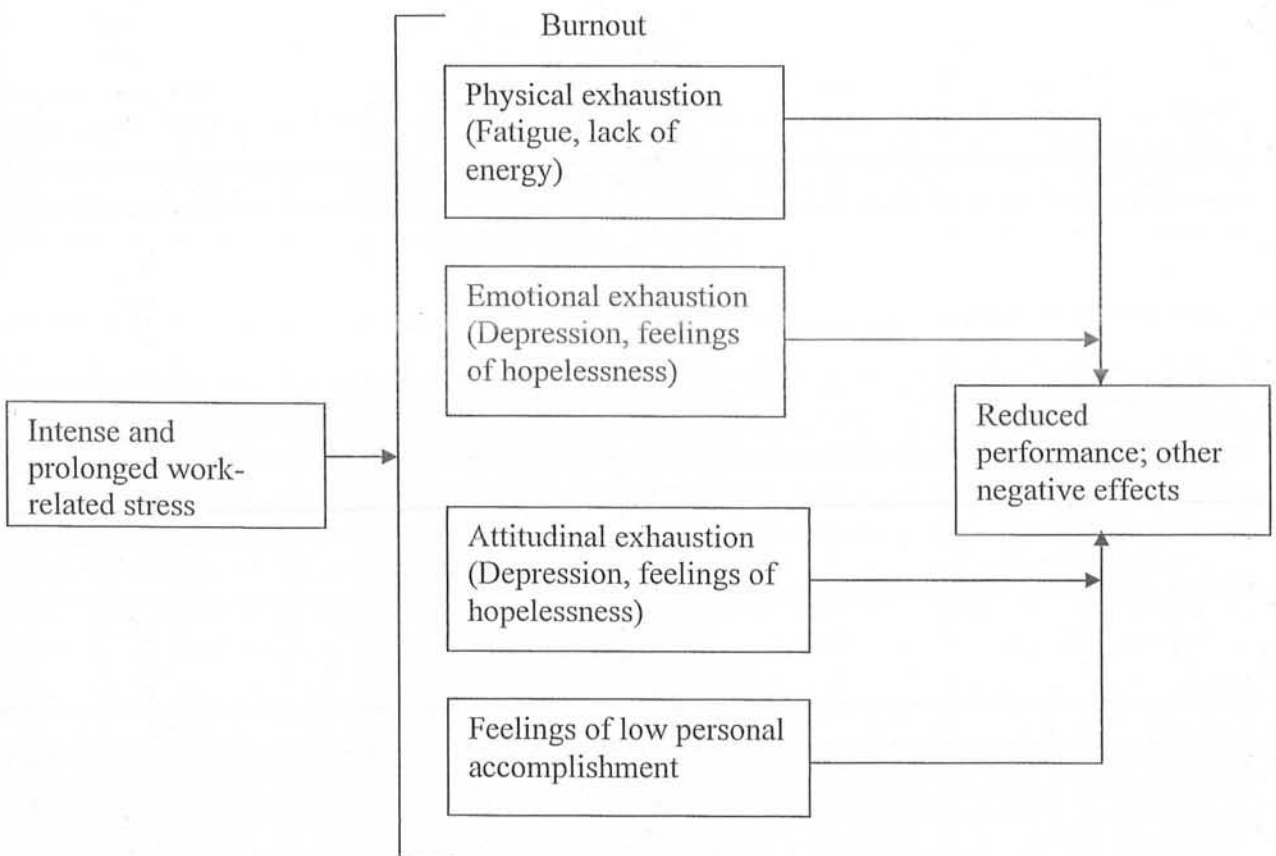
Source: Greenberg and Baron (1993, p. 247)

Depersonalization or dehumanization is the second component of burnout. This phase of burnout typically occurs after emotional exhaustion and tends to be a

direct response to the stressors of the job. It refers to an individual's personal detachment from work. For those who deal with people on a day-today basis this entails treating individuals as objects rather than people. Depersonalization is characterized by a detached and an emotional callousness. Depersonalization is also viewed as a coping mechanism which is known to be an acceptable and professional response (Cordes & Dougherty, 1993). Employees in the depersonalization phase of burnout will take a cool, distant attitude toward work and the people on the job (Maslach & Leiter, 1997). Fox and Leif (1963, as cited in Akram, 2003) found that moderate levels of detached concern toward clients is appropriate, necessary and effective performance in some occupation but excessive detachment with too little concern is assumed to exist when a staff member reports feelings of callousness and cynicism.

The final component of job burnout is reduced personal accomplishment. An individual experiences decline in feelings of competence and success, as well as feelings of diminished competency (McShane & Glinow, 2003). There are symptoms of stress and depression, when the employees no longer believe that their actions make a difference and as a result they stop trying (Abramson, Seligman, & Teasdale; 1978).

While literature suggests that the three components (emotional exhaustion, depersonalization and low personal accomplishment) comprise the burnout process, there is some disagreement as to whether emotional exhaustion causes depersonalization that in turn creates diminished personal accomplishment or whether the three components interact in some other way or maybe independent of eachother. For example, Golembiewski and Munzenrider (as cited in Cordes & Dougherty, 1993) suggest that it is first depersonalization that leads to diminished personal accomplishment and then high levels of emotional exhaustion result.

Even if the researchers tend to disagree about the interaction of the burnout components, they all consider burnout to be related to stress in some away. Burnout

is considered to be a response to the chronic stress of dealing with other people, particularly when they are in troubled work situation. The process begins when the helper experiences stress and strain that cannot be alleviated through active problem solving. The change in attitude and behaviour associated with burnout then provides a psychological escape and ensure that further stress will not be added to the strain already being experienced. For instance, a loss of conern for the client reduces the helper's awareness of responsibility. The helpers are then less vulnerable to failure that might occur in work with client's defense mechanism, limiting the stress that might occur (Cherniss, 1980).

Burnout is not necessarily total or permanent job stress (that is as imbalance between resources and demands) that does not lead to severe strain. Even if it does, this strain need not lead to the defensive coping associated with burnout. Finally, even if strain produces some of these behavioural changes; the changes maybe mild and temporary. Burnout is not the same as temporary fatigue or strain, although, such feelings may be an obvious sign of burnout. As the term, burnout includes changes in attitudes towards one's work and clients as well as the feelings of exhaustion and tension that sometimes occur. To summarize, burnout is described as a process that begins with excessive and prolonged levels of job stress. This stress produces the feelings of tension, strain, irritability and fatigue in the worker. The process is completed when the workers defensively cope with the job stress by psychologically detaching themselves from the job and becoming apathetic, cynical, or rigid (Cherniss, 1980). Burnout is a process in which a service provider psychological disengages from the work in reponse to job related stress.

Burnout in Human Service Professions

The concept of burnout emerged in the early 1980s, suddenly various studies were conducted on the factors contributing to burnout and strategies attempting to prevent or minimize burnout. Burnout is mostly prevalent in people oriented

professions such as teachers, social services, police officers, doctors and nurses (Maslach & Jackson, 1981).

The vast majority of research on burnout has been conducted on occupational populations, including: salespeople (Sand & Miyazaki, 2000); teachers (Greenglass, Fikrenbaum, & Burke, 1994; Russell, Ataimer, & Van Zelen, 1987), nurses (Eastburg, Williamson, Gorsuch, & Ridley, 1994; Koniarek & Dudek, 1996; Hochwater et al., 2004), human service workers (Wade, Cooley, & Savicki, 1986), counselors (Ross, Altaimer, & Russell, 1989), psychologists (Kahili, 1986), and school psychologists (Huebner & Mills, 1994; Mills & Huebner, 1998; Sandoval, 1993).

The profession of teaching is viewed as a compassionate one however it is also regarded a stressful occupation. As a matter of fact, teaching as a profession in Pakistan is the most neglected field, the economic problem and social pressures of teachers are less talked about. Despite the growing incidence of burnout amongst teachers, very few contemporary efforts are done to explore this phenomenon. As a consequence of the job conditions, many teachers are finding that their feelings about themselves, their students, and their profession are more negative as compared to their previous feelings. And ultimately these teachers are susceptible to developing chronic feelings of emotional exhaustion and fatigue, negative attitudes towards their students, and a loss of feelings of accomplishment on the job. Maslach and Jackson (1981) have described people experiencing these feelings as suffering from job burnout.

Studies examining the relationships between demographic factors and burnout experienced by educators have constantly found that certain factors predict a small but significant amount of variance in the Maslach Burnout Inventory subscales (MBI) (Anderson & Iwanicki, 1984; Gold 1985). Age has been shown to be a significant predictor of emotional exhaustion, with young teachers scoring higher than old teachers (Russell, Atamier, & Van Zelen, 1987). Male teachers had higher

scores than the female teachers had on the Maslach Burnout Inventory's depersonalization scale. One possible explanation offered for this difference, but on researched, was sex-role socialization (Maslach & Jackson, 1985; Schwab, 1986).

Several studies have explored the causative factors of burnout among physicians', nurses and other medical and paramedical staff. Medicine has been identified as a particularly stressful occupation. Burnt-out physicians like other burnt-out professionals complained of symptoms like exhaustion, illness, headache, depression etc (Cherniss, 1980; Freudenberger & Richelsin, 1980; Maslach, 1976). In another study Asghar (2002) found out those women physicians differ significantly on overall burnout from men physicians, having high rates of burnout as compared to men physicians.

The findings of Armelius and Jeanneau (2000) have showed a positive correlation between burnout and negative self-image among nurses. The findings showed that highly burnt-out persons had a significantly more negative self-image than staff who had rated themselves as low burnout. Health care workers are often prone to burnout. Cordes and Dougherty (1993), in their study of employees within this industry, found that workers who have frequent intense or emotionally charged interactions with others are more susceptible to burnout. Still, burnout can affect workers of any kind, including students at the high school and college levels.

According to Gasparetto (1998) police officers today require to constantly refine their public and interpersonal relationships, which allow them to interact with the community without loosing the energy and authority that must be a natural trait of their personality. Burke (1993; 1994) points out those police officers are as vulnerable to burnout as other professionals are, and that this association has not been adequately studied yet. Chamberlain and Zika (1990) also consider that studies concerning this relation would be very important.

In the recent years, studies have been conducted to examine the sources of burnout in both teaching and human service organizations. These studies indicate that the primary sources of burnout are related to organizational conditions and personal characteristics of the helping professionals (Iwanicki, 1983; Jackson & Schuler, 1983; Schwab, 1983). For teachers, organizational conditions include factors that are unique to the school, system in which they work whereas, personal characteristics are unique to each individual in the organization.

In examining organizational factors that contribute to job stress, numerous studies have identified role conflict and role ambiguity as important contributors (Rizzo, House, & Lirtzman, 1970; Schuler, Aldag, & Brief, 1979). Role conflict is the simultaneous occurrence of two or more sets of inconsistent, expected role behaviors. Role ambiguity is the lack of clear, consistent information regarding the rights, duties, and responsibilities of the job and how these duties/responsibilities; can best be performed (Rizzo, House, & Altaimer, 1970). In their study of role stress in educational organizations, Schwab and Iwanicki (1982) found that, where high levels of role conflict and role ambiguity were present, teachers experienced high levels of emotional exhaustion and fatigue as well as negative attitudes toward students. For these two aspects of burnout, role conflict accounted for the largest portion of explained variance. In regard to feelings of personal accomplishment, role ambiguity had a significant effect whereas role conflict did not. Crane and Iwanicki (1983) reported similar results in a replication of the Schwab and Iwanicki with a population of special education teachers.

Personal factors such as financial stability, marital satisfaction, as well as personality traits such as neuroticism, excessive shyness, inflexibility, and poor stress management skills all contribute to job stress. The mutual interaction and accumulation of both personal and occupational stressors certainly contributes to job burnout (Cedoline, 1982). Personal qualities are also found to be the predictor of

burnout; which includes individual expectations from teaching profession and the personality characteristics of individuals. Level of burnout is affected by the expectations a teachers has towards their professional accomplishments. Teachers may establish unrealistic and lofty career goals before entering into their professions, with high level of commitment to people and will to work for the growth, change and improvement of their society. After entering into teaching profession, they realize the reality which often contradicts their commitment and expectations. This results in feelings of inadequacy and guilt leading to decreased personal accomplishment (Maslach & Jackson, 1981).

Several researchers (e.g., Maslach & Pines, 1977; Pines, Aronson, & Kafry, 1981) have noted that the lack of control or autonomy in one's job also contributes to burnout. Control involves the employee's perception of his influence on decision making regarding such issues as work scheduling and the development of policies that directly affect the work environment.

Reward and punishment structures in organizations have also been linked to burnout, largely through their impact on personal accomplishment and depersonalization. For many employees, receipt of reward and/or punishment is their only way of knowing how well they are doing and what others think of their work. However, employees may not even get this type of information and feedback. This occurs because supervisors, the main source of organizational rewards and punishments for many employees, fail to provide rewards and punishments on a contingency basis, i.e., employee performance. Only through contingency rewards can employees know how well they are doing and how much their work is appreciated. And only by getting contingency punishment can employees know what they are doing wrong and thus how they might improve in order to get contingent rewards (Podsakoff, Todor, Grover, & Huber, 1984).

Although human service work is argued to impose special stressors on workers because of the client's emotional demands (Maslach, 1978; 1982) some

studies have found that stressors such as clients' emotional demands, or problems associated with the professional helping role, such as failure to live up to one's own ideals as stressors, were less potent in predicting stress than those more in common with other non-helping professions For example, a US study of 168 protective services personnel (social workers) found that organizational variables were more strongly associated with job satisfaction and burnout than were client factors (as cited in Dollard, Winefield, & Winefield, 2003).

Overall empirical research on burnout has generally shown that job factors are more strongly related to burnout than are biographical or personal factors (Maslach, 1976). Burisch (1993) argues that the burnout process begins inevitably with some frustration or loss of autonomy with which the individual failed to cope in an adequate way.

Sociologists have different view regarding burnout. Burnout is conceptualized as a form of alienation involving the dimensions described by Seeman (1959; 1975), including powerlessness, meaninglessness, normlessness, isolation, and estrangement. Alienation is seen as having organizational and social structural roots and therefore should not be addressed by the teaching of coping skills, but rather through structural change. Stress can still be a precipitating factor in burnout, as it is in the psychological models, but the causal elements of burnout are to be seen within the structure of the school or the structure of the educational system (Dworkin, 1987; LeCompte & Dworkin, 1991; Dworkin & Townsend, 1994).

Consequences of Burnout

Burnout has been associated with such indices of distress as poor physical health (Golembiluski, Mozenrider, & Stevenson, 1984; Pines, 1982, as cited in Akram, 2003), insomnia (Maslach & Jackson, 1979, as cited in Akram, 2003), substance abuse (Jones, 1981), and marital problems. In the study of police families, burnout victims were more likely to suffer from insomnia and to use medications of

various kinds. The officers reported using alcohol as away of coping with their burnout. A study of female nurses revealed a similar link between burnout and alcohol use (Maslach & Jackson, 1982).

Consequences of job burnout affect both the organization and employee (Maslach & Jackson, 1982; Schwab, 1983). One of the first reactions of those experiencing burnout is withdrawal. Withdrawal reactions include spending as little time on the job as possible, taking longer breaks, distancing one's self as much as possible from the job. Withdrawal can be physical, by not being present or psychological where the teacher is physically present but mentally somewhere else. As Maslach and Jackson (1982) found, a desire to withdraw relates not only to on-the-job behaviors but also to reactions with family and friends.

Some other consequences are physical depletion, feelings of hopelessness, emotional drain, development of a negative self-concept, low self-esteem and negative attitudes toward work, life and other people (Pines & Aronson, 1988). Burnout individuals also experience chronic fatigue, weariness, depression and feelings of unsuccessful work performance (Pines & Aronson, 1988) along with a general dissatisfaction with work accomplishment (Maslach & Jackson, 1976).

Work-related problems are turnover, low-morale, poor-quality of care, absentiseem, and interpersonal problems (Maslach & Jackson, 1982; Muchinsky, 1987; Pines & Aronson, 1988; Maslach, 1978).

Personality

According to Carver and Scheier (2000), Personality is a dynamic organization, inside the person, of psychophysical systems that create a person's characteristic patterns of behaviour, thoughts and feelings. They further suggest that the word personality conveys a sense of consistency, internal causality, and personal distinctiveness.

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Peterson (1988) defines personality as something that is a property of the individual, psychological in nature, general in its maisfestation, characteristic of the individual's enduring over time, integrated with itself and with other aspects of the individuals and related to how the individual functions in the world or fails to function.

According to Maddi (1980) personality is a stable set of characteristics and tendencies that determine commanilities and differences in psychological behaviour (thoughts, feelings, and actions) of people that have connuity in them and maybe understood as the sole result of the social and biological pressures of the moment (as cited in Peterson, 1988).

Personality is a made up of constellation of traits more or less integrated into a functioning unit. Traits can be considered as patterns of reaction to stimuli. Personality is also considered as an integration of traits that can be investigated and described in order to render an account, of the unique quality of individual (Norman, 1963). Personality trait is a relatively persistent and consistent behavoiur pattern manifested in a wide range of circumstances or can be a biological characteristic. It is widely accepted that people's personalities and interests can influence their work performance and adjustment in their jobs. One could expect that individuals with certain interest and personality pattern might be more inclined to look or do certain types of jobs (as cited in Malik, 2001).

Personality theorists can be classified within two different schools of thought, situational theorists and trait theorists (or combination of both). Situationalists including social psychologists and behaviours believe that environmental factors are key determinants of personality, whereas individual differences are ignored by attributing them to miscalculations or inaccurate deviations (McAdams, 1992). Trait theorists contradict situationalists and offer an explanation for these obtained deviations in behaviour by the existence of traits that

remain stable across numerous situations and which influence individuals to act differently when experiencing similar situations. Traits are generalized, consistent, stable modes of adjustment to the environment such as sociable and aggressive traits (Cartwright, 1974).

The emotions, thoughts and behaviour patterns that a person has are typically referred to as personality (Kassin, 2003) and can vary immensely between individuals. In making the area amenable to scientific enquiry some, using the statistical technique of factor analysis, have hypothesized that the personality contains prominent aspects that are stable across situations called traits. In particular, Eysenck (1967, 1991) has suggested that personality is reducible to three major traits, whereas others (e.g. McCrae and Costa, 1987) have suggested there are five.

Although the term "personality" is sometime employed in a broader sense, in conventional psychometric terminology personality tests are instruments for the measurement of emotional, motivational, interpersonal, and attitudinal characteristics, as distinguished from abilities. However, a number of theorists have chosen to emphasize the function of personality in mediating adjustment of the individual. In other definitions personality ids equated to the unique or individual aspect of behaviour. In this case, it is a term to designate those things about the individual that are distinctive and set him or her apart from all other persons (as cited in Taj, 2004).

Theoretical Perspectives

Burnout is explained by different theoretical perspectives such as

1) Human Relations Theory

The human relation approach is developmental and concerned with the growth and development of people toward higher levels of competency, creativity, and

fulfillment, because people are the central source in any organization and in society. The human resources approach is supportive. It helps employees become better, more responsible and then tries to create a climate in which they may contribute to the limits of their improved abilities (Davis & Newstorm, 1985).

In early 1920s research at Havard University (Mayo & Roethlisberger, as cited in Davis & Newstorm, 1985) introduced human relations perspective at work. This perspective explains that worker has a complex personality interacting in a group situation that often is difficult to understand. They believed that human problems effect negatively with the productivity and thus should be minimized. They gave the concept of a social system within the work environment, which helped bringing human values back into balance with values at work.

2) *Personality Theories*

Burnout is explained by various personality theories. Following is the detail of some approaches.

Trait Approach. According to this perspective employees' traits are important while interacting with the environment. Individual differences are very prominent at work place. Understanding of individual differences of employees means that management can get highly motivated employees by giving individual attention (as cited in Davis & Newstorm, 1985).

Allport and Odbert (as cited in Chishti, 2002) defines traits as generalized and personalized determining tendencies, consistent and stable modes of an individual's adjustment to his environment. Traits are characterized as stable tendencies or characteristics of individuals. Personality traits are used to answer two fundamental questions; those concerning the determinants of behaviour and the structure of personality (i.e. how traits are related) (Kline, 1992).

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The 1980's witnessed the emergence of the two dominant variables of the five-factor model, one developed by McCrae and Costa and operationalized in the Neuroticism- Extraversion- Openness- Personality Inventory (NEO-PI; Costa & McCrae, 1985, as cited in Taj, 2004), an the other associated with studies provided by Digman, Digman and Inouye, John, Norman, Peabody and Goldberg, Trapnell and Wiggins (as cited in Chishti, 2002).

One of the most remarkable but controversial developments in the traits started in 1960's but accelerating in the 1980's, 1990's and 2000, is the emergence of the idea that most common trait approaches to personality can be captured by five dimensions. They have come to be called the Big Five (as cited in Friedman & Schustack, 2003).The five factors are Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism (as cited in Chishti, 2002). The Big Five model resulted from extensive analysis of the adjectives used to describe personality and from equally extensive factor analyses of various personality tests and scales (McCrae & Costa, Goldberg, Morman, as cited in Friedman & Schustak, 2003). The Big Five approach to personality is research-driven and inductive approach to personality.

Trait theory has been applied in different fields of psychology to measure human traits, organizational behaviour, vocational personality requirements, lie detection and much more. In the workplace determination of individual traits has been done in order to identify traits that are helpful in specific types of jobs. For example, a teacher is more likely to feel less burnt out if he/she is conscientious, a salesperson would likely to remain stress free if he/she is an extrovert, or a navy seal is more likely to get the job done if he is intellectual and confident (Taj, 2004).

Personality Typology and Burnout. As educational institutions are formal organizations, teachers are more susceptible to organizational stress (Hoy & Miskel, 1987). There is growing evidence suggesting that differences in different personality dimensions are related to job-stress (McLean, 1979; French, Caplan, &

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Harrison, 1982).There is also growing realization that a set of personality characteristics known as Type A has adverse affects on the perception of job-related stress and the subsequent experience of psychological and physical strain. Type A individuals are characterized as hard driving, persistent, involved in work, oriented towards leadership and achievement, and having a sense of time urgency. Type B individuals are characterized as having the opposite characteristics (Chesney & Rosenman, 1980; French, Caplan, & Harrison, 1982; Levi, 1983). Many researchers and practitioners of organizational behaviour and psychology have pointed out that people strongly influence eachother.

According to House and Wells (1978), people have social support if they have a relationship with one or more other persons who are characterized by frequent interactions, strong and positive feelings, and especially perceived ability and willingness to lend emotional or instrumental assistance in times of need (House, 1981; Russell, Altmaier, & Veltzon, 1987).

Burnout and Demographics

Background variables that may have an affect on burnout include factors such as sex, age, grade level taught and type of client served. Researches suggest that age of the teacher is linked to burnout. Younger teachers and younger helping professionals tend to experience higher levels of emotional exhaustion and fatigue (Anderson & Iwanicki, 1984; Crane & Iwanicki, 1983; Schwab & Iwanicki, 1982). Schwab and Iwanicki (1982) found that sex and grade level taught is related to feelings of burnout. Male teachers are found to have more negative attitudes toward students than females. High school and middle school teachers have more negative attitudes towards their students and less frequent feelings of accomplishment in teaching than elementary level teachers. Marital status, teaching experience, type of community (urban, rural, suburban), level of education are not significantly related burnout.

. In another study, Haque and Sohail (1997) found that age and marital status was significantly correlated with personal accomplishment dimension of burnout among younger employees. However, number of children had no significant impact on perceptions of burnout. Personality hardiness of 240 teachers in the Lucknow District (India) is negatively related to burnout with no impact of gender on the three dimensions of burnout (Sahu & Misra, 2004).

Burnout and Personality traits

Organizational characteristics as well as several personal characteristics affect the degree of burnout in individuals (Golembiewiski, Monzenrider, & Stevenson, 1986). Seltzer and Numerof (1986) reported that married individuals reported lower levels of burnout than those who were single.

A recent research (Dodd & Jacobs, 2003) suggests that social support, personality and workload predict psychological burnout. A high level of burnout is caused by negative temperament and subjective workload, but actual workload (academic and vocational) had no affect on burnout. Positive temperament, participation in extracurricular and social support (from friends and family) leads to low levels of burnout.

Kim-Wan (1991) examined the relationship of occupational stress, Type A personality and social support with the three aspects of teacher burnout; emotional exhaustion, depersonalization and personal accomplishment. Unmarried teachers with graduate level education, less teaching experience and lacking in social support were more burned out. Type A teachers were less burned out, suggesting that personality had a significant as well as mediating role in burnout.

In a recent research, emotional stability, extraversion, openness to experience, agreeableness and conscientiousness was found to be associated with

lower emotional exhaustion and depersonalization and higher personal accomplishment (Rothman & Storm, 2003).

A study sought to find evidence for a relationship between personality traits (extraversion) and burnout in seventy-six staff nurses at a private medical hospital. Burnout was measured by the Maslach Burnout Inventory (MBI). Nurses whose supervisors gave them positive feedback showed reductions in emotional exhaustion as compared to nurses who did not get any feedback. Nurses with extraverted personality dimension depended on peer support, than did introverts to avoid emotional exhaustion (Eastburg, Gorsuch, Ridley, & Williamson, 1994).

Job burnout continues to plague organizations and individuals, resulting in costly consequences. In examining the antecedents to job burnout, prior research has primarily focused on role stressors present in the job environment, with little attention given to individual characteristics. Nieves and Hartman (2002) addressed the current conditions fueling burnout among educators in the field of developmental education. The research recognized the role an educator's personality may play in burnout after assessing three cases of teacher burnout.

In recent research efforts on studying the effects of personality at work in job burnout, role of two personality traits (extraversion and neuroticism) was examined. Extraversion significantly predicted the diminished accomplishment component of burnout whereas; neuroticism predicted the exhaustion and depersonalization components of burnout, indicating the differential affects of personality dimensions on burnout (Hochwarter et al., 2004).

Armelius and Jeanneau (2000) tested for burnout in mental health workers. A positive relation was found between burnout and negative self-image, experience of personal accomplishment and positive self-image. Burned out health workers had a negative self-image as compared to workers who had rated themselves as low burnout. Gender, age and work setting had no effects on burnout.

Previous research into the causes of burnout has mainly been concerned with external triggers, such as onerous work criteria or organizational or social influences. On the other hand, the question is, how come under same working conditions, one individual burns out and the rest does not show any symptoms at all. The roles of personality and individual reactions as a possible etiology of burnout were ignored. Later, in a cross- sectional study personality was found to be significantly related to certain aspects of burnout. Neuroticism, extraversion, external locus of control, job-distance inability, existential frustration and ability to love had an impact on the development or presence of burnout. The study also suggested that individuals can use their own knowledge of personal dispositions to avoid the development of burnout (by regulating motivation, engagement, and enthusiasm for the job or by seeking leisure activities). The relationship between personality and burnout can be used for the development of personality questionnaires, to minimize the likelihood of burnout among individuals in stressful psitions (Buhler & Land, 2004; Downey, Hemenover, & Rappoport, 2000).

Teaching is a highly stressful occupation. Burnout is a negative affective response occurring as a result of chronic work stress. Marianne and Meredith (1982) in a sample of 162 teachers; examined whether teacher's personality characteristics had an affect on their perceptions of stress and burnout. Teachers reported a moderate to low levels of burnout and stress in interpersonal and novel situations. Teachers with negative attitudes and beliefs about students, an external locus of control, low tolerance of ambiguity had more stress and burnout. In another research, teachers who were unable to manage misbehaved students, had time limitations and traces of neuroticism were found to be burned out (Kokkins, 2005).

Although, many researches have been conducted to find the relationship between personality structure in the disposition to burnout. The role of personality dimensions was appreciated in relation to contextual variables of an organization and environment both in the description and prediction of teacher burnout. Research

emphasized the role of agreeableness as a protective factor and as well as vulnerability factor (Cano-Garcia, Munoz, & Carrasco-Ortiz, 2004).

Academic research indicates that distinct types of workplace burnout exist in service settings, including management burnout (MBO), customer burnout (CUBO), and coworker burnout (CWBO). A research extended the previous work on the psychological antecedents of burnout on bank employees, supporting the hypothesis that there exists a relationship of personality traits on these distinct types of burnout and on customer contact behaviours and turnover (Harris & Lee, 2004).

Huebner and Mills (1994) examined levels of burnout and relationships between burnout and selected personality characteristics and role expectations in a sample of school psychologists employed as practitioners in school settings. The results showed that personality variables relate significantly to burnout more than demographic and work condition variables. Also, burnt out psychologists indicated greater dissatisfaction towards their professional roles. Higher levels of burnout were associated with high competitiveness and egocentricity and low levels of extraversion and conscientiousness.

Research studies have examined the problem of educator burnout. None, however, have attempted to develop and test a comprehensive model of both the sources and consequences of burnout. In a study on primary and secondary teachers, sources of burnout were found to include a combination of the individual's unmet expectations and job conditions of low participation in decision making, high levels of role conflict, a lack of freedom and autonomy, absence of social support networks, and, inconsistent reward and punishment structures (Schwab, Jackson, & Schuler, 1986).

Psychological burnout was investigated among 828 men and women in police work. Work-setting characteristics in connection with person variables (individual differences and external work-related factors) were found to result in

experienced stress. Some individuals cope with these sources of stress by developing the negative attitude change termed burnout (Burke, 1987).

In the east recently in the 1990's initiative was taken to understand the concept of burnout and its correlates with personality structure. Sahu and Misra (1996) studied the relationship between stress and burnout in male and female teachers. The study revealed that females stress is significantly related with emotional exhaustion and depersonalization, but not related to personal accomplishment as compared to males. Females were found to be suffering from high levels of stress and burnout as compared to males.

The literature suggests that personality traits are affecting employees in social and health care services. In Pakistan, this issue has only been acknowledged and recognized in nurses and doctors. It is hard to find any psychological research that addresses burnout in university teachers in the public sector in Pakistan. Today, more and more teachers are facing burnout phenomenon due to increased demands from teachers, work pressure, pay structure, lack of adequate goals and decreased level of accomplishments.

As more and more educated and eligible adults in Pakistan are opting for teaching profession in the public sector, the issue of burnout is gaining momentum. Burnout, should be identified as a psychological problem leading to emotional exhaustion, depersonalization and reduced personal accomplishment, which requires thorough and consideration. Till this time little attempt has been made to systematically study the relationship of personality traits and burnout. So the present research has been planned to understand the association of personality traits and burnout syndrome among university teachers focusing mainly on the public sector.

Rationale of the Study

The relationship of personality variables with their work has been extensively explored. Generally, people working in human services and health care-occupations experience enormous amounts of emotional and interpersonal stressors. Burnout is mostly reported in care-giving and service occupations (teachers, doctors, nurses, police etc), in which the core of the job is the relationship between provider and recipient. Burnout has been viewed as a form of job stress, with links to such concepts as job satisfaction, organizational commitment, and turnover (Maslach, Schaufeli, & Leiter, 2001).

It is reported that people who experience burnout may also exhibit a negative impact on their colleagues, both by causing greater personal conflict and by disrupting job tasks. Burnout also perpetuates itself through informal interactions on the job. There is also some evidence that burnout has a negative "spillover" effect on people's home life (Burke & Greenglass, 2001).

As a matter of fact, people vary in their expectations to their job. In some cases these expectations are very high, both in terms of the nature of the work (e.g. exciting, challenging, fun) and the likelihood of achieving success (e.g. curing patients, getting promoted), whether such high expectations are idealistic or unrealistic they are a risk factor for burnout. Presumably, high expectations lead people to work too hard and do too much, which often leads to exhaustion and other psychological consequences when the high effort does not yield the expected results (Maslach , Leiter, & Schaufeli, 2001).

Similarly different model of work satisfaction characterize person and the environment along a continuum so that the degree of fit, or congruence, between person and environment can be assessed. Job-person fit model is used as a predictor of better adjustment and less stress. This model of job-person fit also provides an appropriate framework for understanding burnout. In occupational settings person is

usually described in terms of his personality attributes or through an accurate understanding of his job, rather than in terms of emotions, motivations, or stress responses. Similarly, the job is often defined in terms of specific tasks, and not the larger situation or organizational context. The notion of fit is often presumed to predict such outcomes as choice of job/occupation or of organization (entry issues), or adjustment to the job (newcomer issues). In contrast, burnout involves a later point in the process, when the person has been working for a while and is experiencing a more chronic misfit between self and the job (French, Caplan, & Harrison, 1974). Maslach and Leiter (1997) have focused on explaining the degree of match, or mismatch, between the person and of job environment with burnout. Their findings revealed that greater the gap, or mismatch, between the person and the job, the greater the likelihood of burnout; conversely, the greater the match (or fit), the greater the likelihood of engagement with work.

In the work settings issue of burnout becomes highly important when both performance output and personal outcomes of the employee are markedly affected. In this context job mismatch in workload is found in the form of excessive overload, as too many demands exhaust an individual's energy to the extent that recovery becomes impossible. A workload mismatch may also result from the wrong kind of work, as when people lack the skills or inclination for a certain type of work, even when it is required in reasonable quantities. Emotional work is especially draining when the job requires people to display emotions inconsistent with their feelings (Maslach, Schaufeli, & Leiter, 2001).

Like other professionals, teachers also experience more burnout, even the most enthusiastic teachers have reported this phenomena, which have of course negative consequences on their overall well being. Higher Education Commission of Pakistan caters to "promote teaching and learning innovation with the core commitment to orient, facilitate and professionally empower the faculty members of the public sector universities in Pakistan, pursuance for excellence in learning, resource development, and leadership in the use of technology and strategy in

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education and support. Teachers being the nucleus of the entire educational system and the most significant catalytic agent for introducing effective changes in the learning process will be equipped with innovative learning tools and techniques for effective academic research and administrative functioning of the universities with an educational culture complying with global standards"(HEC, 2006).

In Pakistan, there are over hundred universities in private and public sector. In order, to make these universities functional and effective, hiring is done on daily basis of competent teachers. Need base adjunct faculty is hired by most of these universities, which of course handles the functioning of the universities. Multiple occupational roles of teachers do satisfy personal goals and economic gain. It is also observed that a very good teacher becomes disinterested in the professions, showing signs of emotional exhaustion with the career, which he or she opted as a career of choice. Many reported incidents of job dissatisfaction, among teachers. It was also observed by the present researcher (through personal experience, whose parents and grandparents were teachers) that the professional demands of their career needed a lot of time. Personality is an important predictor of stress and burnout. I have had an opportunity to grow up in an environment; where most of my interaction has been with teachers both in public and private sector. A teacher who has a high level of patience, tolerance of ambiguity and change, positive attitude towards students, good quality of school climate and high self-esteem, tend to have a healthy and fruitful work life.

Since much of the research on burnout and personality variables has been conducted in the West (Cano-Garcia et al., 2005; Buhler & Land, 2004; Dodd & Jacobs, 2003; Downey, Hemenover, & Rappoport, 2000; Eastburg, Gorsuch, Ridley, & Williamson, 1994; Gall et al., 1982; Kim-Wan,1991; Kokkins, 2005; Maslach & Jackson, 1981) showing a relationship all dimensions of burnout and personality structure. In the near past, initiative has been taken in the subcontinent by researchers to study the phenomenon of burnout and its relationship with burnout (Haque & Sohail, 1997; Sahu & Misra, 1996; 2004).

METHOD

METHOD

Objectives of the Study

The study has the following objectives:

1. To study the relationship between personality characteristics and burnout among men university teachers belonging to public sector.
2. To investigate the impact of demographic factors (such as age, education and duration of employment) upon variables of study.

Hypotheses of the Study

To achieve the objectives of study following hypotheses were formulated:

1. There exist significant differences between personality characteristics and burnout among men university teachers.
2. The university teachers having a longer duration of employment in the will score less on burnout scale compared to newly joined teachers.
3. Highly educated teachers will score less on burnout scale compared to educated teachers.
4. Younger teachers will experience higher levels of burnout compared to older teachers.

Operational Definitions of Variables

Following are operational definitions of the variables under study:

Personality Traits. The Mini-Marker Personality Inventory involving the amount of personality traits was developed by Saucier (1994) which is a short

version of Goldberg's (1990) Big-Five Personality Inventory, used in the present study. MM measures following personality traits.

1. *"Extraversion* is the quantity and intensity of interpersonal interaction, activity level, and capacity for joy".

2. *"Agreeableness* is the quality of interpersonal orientation along a continuum from compassion to antagonism in thoughts, feelings, and actions".

3. *"Emotional Stability* describes individuals prone to psychological distress, unrealistic ideas, and maladaptive coping responses".

4. *"Conscientiousness* describes the individual's degree of organization, persistence, dependability, and motivation in goal-directed behaviour in a conscientiousness person".

5. *"Openness* refers to proactive seeking and appreciation of experience for its own sake, toleration for and exploration of the unfamiliar is openness. It is also considered as a measure of intelligence".

Burnout. Professional Burnout is measured on three subscales (Emotional Exhaustion, Depersonalization, and Personal Accomplishment) of Maslach Burnout Inventory-Human Services Survey (MBI-HSS) (Maslach et al., 1996). Burnout is a stress syndrome resulting from the individual's inability to deal with occupational stress (Maslach, 1982). It comprises of 22 items. The score range on total Maslach Burnout Inventory-Human Services Survey is 35-70 and 46.5 (*median*) is the cut off score. A score higher than the cut off score will be taken as a high degree of burnout, which is reflected in high scores on the subscales of Emotional Exhaustion and Depersonalization subscales and in low scores on the Personal Accomplishment subscale whereas, an average degree of burnout is reflected on median (14, 8.5, and 37 respectively) of the three

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subscales. A low degree of burnout is reflected in low scores on the Emotional Exhaustion and Depersonalization subscales and in high scores on the Personal Accomplishment subscale Each item is rated on a 7-point Likert-type scale ranging from 0 (never) to 6 (every day). Possible score ranges are 0 to 54 for EE, 0 to 30 for DP, and 0 to 48 for PA (Maslach, Jackson, & Leiter, 1996).

Educational Qualification.   Education plays a very important role in the development of the person and his perception towards the environment. It is operationally defined as an extent to which a person has taken hold of knowledge. On the basis of frequency sample was divided into two groups; i) *Post Graduate qualified group ii) Masters Qualified group.*

Post Graduate qualified group: employees have M.phil and Ph.D qualifications in this category (n = 20).

Masters Qualified group: employees have Masters degree in this category (n = 20).

Experience.   Experience refers to the tenure of a person's job in the present organization. Sample was divided into two groups on the basis of frequency count.

Less experienced teachers: included those who have teaching experience ≤ 6 years, they were grouped into this category. This included 21 teachers.

More experienced teachers: included those who have experience ≥ 7 years, were grouped into this category. This included 19 teachers.

Age Differentiation.   In order to see the impact of differentiation upon variables of study, the group of teachers were sub-divided on the basis of Rice's (1998) stages of adulthood *i) Early adulthood ii) Middle adulthood.*

Early Adulthood (20s and 30s): achieving intimacy, making career choices, and attaining vocational success are important challenges of early adulthood. Young adults face other decisions, such as whether marry, the selection of a mate, and whether to become parents. Some face the prospects of divorce and remarriage, which can result in a reconstituted family. Many of the decisions made during this period set the stage for later life (n = 20).

Middle Adulthood (40s and 50s): During middle adulthood, many people begin to feel a time squeeze as their social and biological clock ticks away. This stimulates a midlife crisis in some, during which they re-examine many facets of their lives. This a period during which many people achieve maximum personal and social responsibility and vocational success. However, adjustments need to be made to changing bodies and changing emotional, rational and job situations (n = 20).

Sample

The sample of the study was taken from Public universities of Islamabad (Islamic University, Quaid-i-Azam University, & Allama Iqbal Open University). The data was collected individually from each participant of the study. There were 40 male university teachers in the sample. Their age ranged between 26 to 60 years (*M=39, SD= 9.25*). The level of their experience ranged from 3 months to 26 years (*M=9.89, SD= 7.78*). Their educational qualification was from Masters, M.phil to Ph.D. The criteria of sample inclusion were that (i) those who were present during the time of data collection and (ii) those who were willing to participate in the study were included in the study. The participants were briefed about objective of the study and they were assured of confidentiality of their responses. All of these participants showed their willingness to participate in the study by giving informed consent to the researcher. They were informed that information obtained would purely be used for research purpose.

Instruments

A brief description of the instruments is as follows:

Mini Marker Personality Inventory (MM). MM was developed by Saucier (1994) based on Goldberg's (1990) Big Five Factor Personality Theory. For an abbreviated inventory of 40 items, Saucier claims that MM has impressive features. The Mini-Marker scale is shown to have higher inter-item correlation than that of the 100 Markers, whereas alpha coefficient is constantly lower (typically by 0.05 to 0.10). The factors from the MM scale correspond closely to those derived from the full set of 100 markers. Factors derived from the MM correlated 0.92 to 0.96 (raw data) and 0.91 to 0.96 (scored data) with the corresponding factors from the full marker set (Saucier, 1994). Some of the advantages of the MM are fewer items with decreased subject time required and lower inter scale correlations.

There are five sub scales for the Big Five Personality factors with 8 items for each factor. The MM inventory measures the five factors of personality by adjectives like energetic for extraversion, cooperative for agreeableness, organized for conscientiousness, jealous for emotional stability, and deep for openness. The MM is originally a 9-point scale with positive (efficient, kind) and negative (inefficient, unsympathetic).

Scoring of MM. The five dimensions of MM, each comprising of eight items are:

Extraversion. It consists of 8 items (1, 2, 11, 13, 25, 28, 32, and 40). Negatively phrased items are 1, 25, 28 and 40. This scale measures the extent to which an individual is sociable, active, optimistic and fun loving.

Agreeableness. It consists of 8 items (30, 39, 20, 6, 4, 38, 27 and 15). Negatively phrased items are 4, 15, 27 and 38. This scale covers individual traits like helpful, trusting, kind and cooperative.

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Conscientiousness. It consists of 8 items (22, 10, 31, 24, 9, 29, 17 and 3). Negatively phrased items include 3, 9, 17 and 29. This scale primarily describes one's task orientation, hard work, reliability and socially required impulse control.

Emotional Stability. It consists of 8 items (36, 26, 21, 19, 33, 12, 34 and 14). Negatively phrased items are 12, 14, 19, 21, 33 and 34. This scale indicates one's capacity to remain calm and composed and being free from traits, which carry negative emotional tone.

Intellect or Openness. It consists of 8 items (7, 16, 23, 18, 5, 8, 35 and 37). Negatively phrased items include 5, 8, 35 and 37. This scale represents creativity, originality, imagination and complexity.

The sum of scores for each scale is then divided by 8 (total number of items in each scale) to arrive at the mean response value for items on the given scale. Alpha reliability coefficients of the five subscales of MM Personality Inventory were found to be; for extraversion it was 0.55, for conscientiousness it was 0.76, for agreeableness it was 0.41, for openness it was 0.58 and for emotional stability it was 0.55 (Ayub, 2004).

Maslach Burnout Inventory (MBI). MBI (Maslach et al., 1996) was administered to measure subjects' level of burnout. The MBI consists of 22 questions which are divided into three subscales: Emotional Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA). EE is measured by nine items (e.g., "I feel emotionally drained from my work"), DP is measured by five items (e.g., "I feel I treat some friends as if they were impersonal objects"), and PA is measured by eight items (e.g., "I feel I'm positively influencing other people's lives through my work"). High burnout is reflected in high scores on EE and DP and in low scores on PA. Cronbach alpha reliability estimates for the burnout scale was reported on the sample of 65 employees (library and computing services) is

satisfactory, α = 0.46. The Alpha reliabilities reported for EE, DP and PA were 0.79, 0.62 and 0.71 respectively (Munir, 2005).

Scoring of MBI. The three dimensions of MBI with their respective items are:

Emotional Exhaustion (EE): 1, 2, 3, 6, 8, 13, 14, 16, 20.
Depersonalization (DP): 5, 10, 11, 15, 22.
Personal Accomplishment (PA): 4, 7, 9, 12, 17, 18, 29, 21.

Each item is rated on a 7-point Likert-type scale ranging from 0 (never) to 6 (every day). All the items are positively scored. Possible score ranges are 0 to 54 for EE, 0 to 30 for DP, and 0 to 48 for PA.

Demographic Information Sheet. Demographic information sheet was obtained from the participants regarding their age, gender, education, duration of employment and department.

Procedure

The participants were approached in their respective work settings prior to the study, a formal official letter explaining the purpose study was sent to the heads of the various departments of the public universities. The participants were briefed about the objectives and the outcomes of the study and the procedure of attempting the questionnaires was also explained. The written instructions on the top of the questionnaires were also read out, so to remove any ambiguity from the mind of the participants. The participants were asked to read each statement carefully and give their response within the given response categories. They were requested not to leave any item unfilled. They were given the test forms containing (i) MBI and (ii) MM and flexible time to fill the questionnaires. After the completion of the data collection respondents were thanked for their participation and cooperation.

RESULTS

RESULTS

In order to fulfill the objectives of the study and to test the formulated hypotheses, following statistical analysis were performed.

Reliability Estimates of the Measures

In order to see the internal consistency reliability of MBI and MM and its subscales, Alpha reliability coefficients were computed for present sample (in Table 1 & Table 2).

Table 1

Alpha reliability coefficients of MM and its subscales (N = 40)

Scale	Items	Alpha Reliability Coefficients
Extraversion	8	.59
Agreeableness	8	.47
Conscientiousness	8	.66
Emotional Stability	8	.36
Intellect or Openness	8	.65
Total (MM)	40	.73

The above table shows the value of Alpha Reliability of MM and its sub-scales. The reliabilities for Extraversion, Conscientiousness and Intellect/Openness are quite satisfactory. The table also shows that the MM has a high Alpha Reliability Coefficient (α = .73), respectively indicating that MM is reliable tool of assessing the personality traits.

Table 2

Alpha reliability coefficients of MBI and its subscales (N = 40)

Scale	Items	Alpha Reliability Coefficients
Emotional Exhaustion	9	.64
Depersonalization	5	.34
Personal Accomplishment	8	.66
Total (MBI)	22	.61

The above table shows that the value of Alpha reliability coefficients of MBI and its sub-scales. The values of subscale reliability range between .34-.66. The table shows the MBI has Alpha Reliability Coefficient ($\alpha = .61$) indicating that MBI is quite satisfactory reliable tool of assessing burnout. The less magnitude of Alpha Reliability Coefficient of Depersonalization ($\alpha = .34$) as compared to Emotional Exhaustion ($\alpha = .64$) and Personal Accomplishment ($\alpha = .66$) could be due to small sample size, less number of items in the scale to measure depersonalization or the social desirability of participants to respond in a likely manner.

In order to assess the relationship between personality characteristics and burnout, correlational analysis was carried out.

Following Table 3 shows the correlation coefficients between scores of subscales of Mini Marker (MM) Personality Inventory and subscales and total score of Maslach Burnout Inventory (MBI).

Table 3

Correlation Coefficients on the scores of MM and MBI among teachers (N= 40)

	Emotional Exhaustion	Depersonalization	Personal Accomplishment	Burnout Total
Extraversion	.71**	.66**	.44**	.51**
Agreeableness	-.06	-.06	-.02	.00
Conscientiousness	-.10	.16	-.19	.00
Emotional Stability	-.15	-.08	.23	.25
Intellect or Openness	-.04	-.02	-.19	-.11

**$p < 0.01$

The above Table 3 indicates the sub-dimension Extraversion Personality trait is significantly positively correlated ($p < 0.01$) with subscales of Emotional Exhaustion ($r = .71$), Depersonalization ($r = .66$), and Personal Accomplishment ($r = .44$). The table further indicates that Extraversion is significantly contributing to the total scores of Burnout ($r = .51$, $p < 0.01$). However, other personality traits showed non-significant relationship with burnout subscales and total score of burnout.

The possible explanation for significant relationship of extraversion with subscales of Burnout could be that extroverts tend to exhaust themselves and their potentials by being extra social and perhaps due to the reason that zigarnic effect that

is; anxiety of unaccomplished tasks, which becomes the persistent pattern of extroverts.

Comparison of Teachers by their Levels of Qualification on Burnout Scale

Following table shows comparison of score of Emotional Exhaustion, Depersonalization and Personal Accomplishment among teachers' Qualification Level.

Table 4

Mean, standard deviation and t-values of scores of Maslach Burnout Inventory (MBI) among Masters level and Above Post Graduation level (N = 40)

Burnout Subscales	Masters Level (n = 20)		Above Post graduate (M.phil and Ph.D) (n = 20)			
	M	*SD*	*M*	*SD*	*t*	*p*
Emotional Exhaustion	16.25	9.49	14.10	6.06	.85	.40
Depersonalization	8.85	5.98	9.70	4.92	.49	.63
Personal Accomplishment	35.45	6.81	35.35	8.46	.04	.97
Burnout Total	45.60	6.10	47.10	7.57	.69	.49

df = 38, p = n.s

Results of table 4 shows non-significant differences on the score of adulthood levels of university teachers on Emotional Exhaustion ($t = .85$, $df = 38$, $p = n.s$), Depersonalization ($t = .49$, $df = 38$, $p = n.s$) and Personal Accomplishment ($t = .04$, $df = 38$, $p = n.s$). The above table shows that the level of education (Masters and Post Graduate) does not seem to have any significant impact upon their levels of burnout. In other words, Burnout seems to be neutral by levels of education.

Comparison of Less Experienced and More Experienced Group on Burnout Scale.

Following table shows the comparison of score on Emotional Exhaustion, Depersonalization and Personal Accomplishment.

Table 5

Mean, standard deviation and t-values of scores on Maslach Burnout Inventory (MBI) among more experienced and less experienced teachers (N = 40)

Burnout Subscales	Less Experienced Employees (*n* = 21)		More Experienced Employees (*n* = 19)			
	M	*SD*	*M*	*SD*	*t*	*p*
Emotional Exhaustion	15.05	7.58	15.32	8.52	.11	.92
Depersonalization	9.29	4.77	9.26	6.21	.01	.99
Personal Accomplishment	34.14	8.90	36.79	5.71	1.11	.28
Burnout Total	44.95	4.52	47.89	8.57	1.38	.18

df = 38, p=n.s

Result of Table 5 shows the non-significant differences on the score of less experienced and highly experienced employees on Emotional Exhaustion(*t* = .11, *df* = 38, *p* = n.s), Depersonalization(*t* = .01, *df* = 38, *p* = n.s) and Personal Accomplishment(*t* = 1.11, *df* = 1.38, *p* = n.s). The findings further indicate there exist non-significant differences on less experienced and highly experienced teachers. These findings are also supported by the previous table indicating that teachers' qualification levels and experience are neutral on the scores of burnout. In other words, burnout can be experienced by the teachers of different qualifications and level of experience.

The impact of age differentiation on Burnout is calculated comparing the scores on Emotional Exhaustion, Depersonalization and Personal Accomplishment among early adults and middle aged adults teachers.

Table 6

Mean, standard deviation and t-values of scores on Maslach Burnout Inventory (MBI) among teachers belonging to middle and early adulthood (N = 40)

Burnout Subscales	Early Adulthood (n = 20)		Middle Adulthood (n = 20)		t	p
	M	SD	M	SD		
Emotional Exhaustion	16.33	5.19	13.89	6.34	.97	.34
Depersonalization	9.81	5.73	8.68	5.15	.65	.52
Personal Accomplishment	34.05	8.24	36.89	6.67	1.19	.24
Burnout Total	45.29	4.31	47.53	8.80	1.04	.31

df = 38,p=n.s

Table 6 indicates a non-significant age differences on the scores of subscales of MBI (Emotional Exhaustion, Depersonalization and Personal Accomplishment). These findings reflect that teachers of different age groups hold similar patterns of score on Emotional Exhaustion, Depersonalization and Personal Accomplishment. In other words, the teachers irrespective of differentiation in the age may invariably experience the phenomenon of burnout. Thus, age does not seem to be a significant predictor of the present sample of the study.

DISCUSSION

DISCUSSION

The present study was conducted to explore the relationship between personality traits namely; extraversion, agreeableness, conscientiousness, emotional stability and intellect/openness and burnout among public university teachers. For this purpose, correlational analysis between personality traits and three subscales of Maslach Burnout Inventory (MBI), including emotional exhaustion, depersonalization, and personal accomplishment was carried out. Further, the study focused to investigate the impact of demographic variables including age, education, and experience on teachers' burnout. To assess personality traits, Mini Marker (MM) personality inventory developed by Saucier (1994) was used. To measure Burnout, MBI developed by Malsach and Jackson (Maslach, Jackson, & Leiter, 1996) was used.

The results of the present study clearly indicated that both the instruments are reliable for the present sample as shown in table 1 and 2. The reliability coefficient of MBI was found to be .61 and that of MM is .73. Table 1 indicates that subscales of MM namely extraversion, agreeableness, conscientiousness, emotional stability and intellect/openness had .59, .47, .66, .36 and .65 respectively. Similarly table 2 indicates that subscales of MBI namely emotional exhaustion, depersonalization and personal accomplishment were also found to be reliable for the present sample. There reliabilities are .64, .34 and .66 respectively.

To investigate the relationship between personality characteristics and burnout, correlational analysis was carried out. The findings of table 3 indicate that there is a strong positive correlation of extraversion with emotional exhaustion (.71, $p < .01$), depersonalization (.66, $p < .01$), and personal accomplishment (.44, $p < .01$). Further the results showed that extraversion has a strong positive correlation with total of burnout score (.51, $p < .01$). These findings are in accordance with the present research, which suggests extraversion to be a predictor of emotional

exhaustion (Eastburg, Gorsuch, Ridley, & Williamson, 1994). Moreover Hochwarter et al. (2004) found that extraversion significantly predicted the diminished accomplishment component of burnout. The table also indicates that personality traits namely agreeableness, conscientiousness, emotional stability and intellect/openness has weak correlation with the burnout phenomenon. These findings are consistent with the present research. Rothman and Storm (2003) found that openness to experience, agreeableness and conscientiousness is associated with lower emotional exhaustion and depersonalization and higher personal accomplishment.

Recent researches have attempted to find the relationship between personality traits and teacher burnout. Kim-Wan (1991) suggested that Type A teachers were less burned out, suggesting that personality had a significant an well as mediating role in burnout. Kokkins (2005) reported that teachers with negative attitudes and beliefs about students, an external locus of control, low tolerance of ambiguity experienced more stress and burnout. In Pakistan, teaching is considered to be stressful and a hectic profession. Many reasons contribute to this situation; pay structure, working conditions, work load, working environment etc. Public universities have limited resources for teacher training, teacher's educational development, and benefit packages and less pay. So, if the teachers lack the resources for personal accomplishment, development of positive self-concept, innovative projects to show their creativity, the resulting stress and potential for burnout will be high. Teachers may also come to a point, where they quit their jobs and look for jobs in other fields.

The study also focused to assess the impact of demographic factors on burnout. Table 4 and 5 clearly indicates that both the demographic variables i.e., educational qualification and experience were non-significantly related to burnout. These findings are consistent with a present research by Schwab and Iwanicki (1982) who reported that teaching experience and level of education are not significantly related to burnout. It does not matter whether a teacher has a graduate

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qualification or a post graduate qualification, if they are burdened by work, interpersonal responsibilities (home life or work life) and low level of opportunities; they become more stressed and burned out. If we look in the context of public universities of Pakistan, teachers with high educational qualifications and experience may be given the similar prospects for development as younger and fresh teachers.

Further, it was hypothesized that younger teachers will experience higher level of burnout as compared to middle aged teachers. Table 6 indicated that there is no age differentiation on the levels of burnout. These findings are inconsistent with the recent research. Younger teachers and younger helping professionals tend to experience higher levels of emotional exhaustion and fatigue (Anderson & Iwanicki, 1984; Crane & Iwanicki, 1983; Schwab & Iwanicki, 1982). In another study, Haque and Sohail (1997) found that age was significantly correlated with personal accomplishment dimension of burnout among younger employees. As, younger teachers are more energetic, active and brisk; they may have lofty career goals and expectations from their careers. But as compared to younger teachers who have just joined recently, middle aged teachers also have the same desires for personal recognition and personal accomplishments. In Pakistan, teachers who have reached their mid-careers tend to focus on their present responsibilities and analyze whatever they have established uptil now. If they perceive their accomplishment not in line with their expectations, they may also suffer from low personal accomplishment and low self-esteem.

The main reason for taking teaching as a profession for this study was to highlight the importance of this profession. Teaching field is mainly overridden by female teachers, but male teachers also have much importance in teaching in our society. Only few researchers have carried out on the teaching profession in Pakistan, but their main focus has been on female teachers. As the teaching profession is developing day by day, there should be further advancement, progression and expansion of this field. Public universities especially lack in resources, benefits and opportunities for improvement and advancement. Thus,

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specifically this research focused on finding out the relationship of personality traits and burnout among male teaching community belonging to public universities.

In recent years, initiative is now being taken to understand the phenomenon of burnout in teaching professionals. Teaching is a profession which requires higher level of commitment, interpersonal relationships with students and colleagues and a responsibility to teach exuberantly and energetically. In order to keep up with the pace and advancement in educational systems, public teachers are required to develop themselves in the same speed.

Limitations

Following limitations of the study have been identified.

1. Sample size should be large to conclude the impact of demographic factors.

2. The sample was taken from public universities of Islamabad only and thus only represents a selected geographical area. Therefore, these findings cannot be generalized for other universities of Pakistan.

3. The factor of social desirability to respond in a likely manner, may have led to non-serious attitude towards filing the forms. The participants might not have given their true and natural responses as they should have.

Suggestions

1. Future studies might focus on comparison of men and women teachers as teaching profession is heavily dominated by female teachers. Thus comparative results would provide a broader picture of the issue.

2. Marital status has been found to be an important predictor of burnout. Future studies might focus to explore in this dimension as well.

Scope of the Study

Since the present study of teachers is of great importance to the experience of burnout phenomenon. A positive correlation was found between extraversion with emotional exhaustion, depersonalization and personal accomplishment, as well as with total burnout. Therefore efforts should be undertaken to reduce these effects of burnout.

1. Teachers should be given an opportunity to form peer groups and social support networks, so that they can discuss their problems and work towards their solution with the teachers working in the same environment and having similar interests.

2. Teachers should be given proper incentives and opportunities for advancement, according to their educational qualification and experience.

3. Teachers should be encouraged to see the positive side of their professions; such as a feeling of positive self-worth, an opportunity to dedicate themselves to give quality education to the youth etc.

4. Public university teachers should be given adequate resources, opportunities and benefits; so that they can explore and discover their real potentials.

Conclusion

Today there are many opportunities for teachers to grow and develop even in public sector universities, to promote self achievement, morale and success. The study shows positive relationship between extraversion personality trait and

dimensions of burnout. Therefore, there is a need for teachers to indulge themselves in extracurricular activities, which lowers the level of stress and burnout which in turn, helps the extraverted teacher to manage work responsibilities effectively. It also shows that educational qualifications, experience and age have no effect on burnout, which is of considerable importance. Teachers should be given opportunities for advancements and benefits according to their changing life situations. This study provides an opportunity to closely look at the personality traits that contribute to the burnout experience of male public university teachers. It provides an idea, as to how to reduce the levels of burnout in teachers by providing them with worthwhile opportunities and remuneration within the limited resources of public universities.

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APPENDIXES

MASLACH BURNOUT INVENTORY

Please rate each item in terms of how true it is of you. Please tick (√) only one response for each question according to the following scale.

0 = Never
1= A few times a year or less
2= Once a month or less
3= A few times a month
4 = Once a week
5= A few times a week
6 = Every day

S#	Statements	0	1	2	3	4	5	6
1.	I feel emotionally drained							
2.	1 feel used up at the end of the day							
3.	1 feel fatigued when I get up in the morning and have to face another day on the job							
4.	1 can easily understand how my recipients feel about things							
5.	1 feel I treat some recipients as if they were impersonal "objects"							
6.	Working with people all day is really a strain for me							
7.	1 deal very efficiently with the problems of my recipients							
8.	1 feel burned out from my work							
9.	I feel I am positively influencing other people's lives through my work							
10.	1 have become more callous towards people since I took this job							
11.	1 worry that this job is hardening me emotionally							
12.	I feel very energetic							