

STRESS AND BURNOUT: MODERATING ROLE OF PSYCHOLOGICAL CAPITAL

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Abstract

Although job burnout is common at workplace, few studies explored positive resources for contesting burnout in this population. This study aims to explore the relationship between stress and burnout, and particularly the mediating role of psychological capital. A deductive technique has been used in this study. A closed end questionnaire that included survey regarding stress and burnout and psychological capital has been received from 300 respondents. SPSS software was used to explore the moderating role of psychological capital in the relationship between stress and burnout. This study provides the evidence that each person up to an extent has a capacity to bear the stress and when it goes beyond limits it results in burnout. This level varies from person to person, some people retain high level of stress while some people have low capacity to sustain the built up pressure of stress. Psychological capital plays a crucial role in shaping the person's level of stress. Results indicate that psychological capital weakens the known positive relationship between stress and burnout. This study implies that Psychological capital may serve as a potential positive resource in reducing the negative effects of stress among faculty members. This study high lights the need of interventions to nurture the psychological capital of faculty members.

CHAPTER 1

INTRODUCTION

Human beings are working since they are created, and where the human being is right now is only due to its thinking and working. If human does not work, then till now human stays in the ice age or in the stone ages. All the comfort now we have is only due to its thinking and working. But sometimes when the environment and nature of work or the thinking of human brain contradict with each other it causes stress. Stress damages person's physical health and mental health too. Person started feeling emotionally and physically exhausted (Watson, P. 2006).

Stress is part of day-to-day life. We cannot avoid stress but we can manage stress and avoid the disturbance which might be created by stress. The high level of stress may lead to psychological or physical disorders (Ganster & Schaubroeck, 1991).

Stress does not reside separately in environment or in a person but it is created when there is an interaction takes place between environment and individual and reaches up to the level of contradiction (Dewe, 1992).

Every person has a capacity to absorb the specific level of stress, when stress increases from that specific level then a person burnouts. This level varies from person to person, some people retain high level of stress while some people have lower capacity to sustain the pressure of stress. (White, G. A. , et. al, 2008).

Psychological capital also plays the role in identifying the person's level of sustaining the stress level. Psychological capital also called as PsyCap includes optimism, resilience, hope, and self-efficacy. People having more psychological capital level have ability to sustain high level of

stress, and people having less psychological capital level have less capability to sustain the pressure of stress, they burnout quickly (G.Sarason , D. Spielberger, & B. Defares, 1985). On the job a person burnouts because of recurring of interpersonal and other stressors for a long time.

Most importantly psychological capital is the type of human characteristic which can be changed which can be improved, it is open for evolution. And all its facets are measureable. So we can work on this to improve and it can be managed for more efficacious work performance (Luthans, W. Luthans, & C. Luthans, 2004).

Back Ground of the Study:

The faculty members face stress because they have to deal with the youth as in Pakistan the youth is 60 percent of the total population and they have to deal with the attitude and behaviors of the youth and their obligation is to modify the attitude and behaviors of the youth in most acceptable manner for that the faculty members have to work hard. 2ndly the research in Pakistan has been developing day by day and HEC recognize that for the career growth of faculty members' research is part and parcel. Due to time constraint the faculty members face stressors at work place.

Research Gap:

There are separate studies on all the three variables that are burnout, stress and psychological capital.

Research on burnout passes through different phases of development in history. We can divide it into two different phases, one is pioneering and second is empirical phase. In pioneering phase the research is exploratory and in mid 1970s the initial articles appeared written by

Freudenberger (1975) and by Maslach (1976). In start their goal is only to articulate the basic phenomena of burnout and that is their basic contribution.

Empirical phase starts from 1980s in this phase the research shifted to more systematic way. Now the main focus of the research is assessment of burnout and for that many tools were developed. The most important measure is Maslach Burnout Inventory (MBI) for measuring the burnout, developed by Maslach and Jackson (1981). In 1990s the empirical phase continues in various new directions. In this era this concept goes beyond the human services and education it is intensify by more sophisticated methodology and statistical tools.

Before there is a lot of study on stress and burnout and on their relationships with so many variables but till now no one studies it with the variable psychological capital. Psychological capital is a very important instrument developed before. Fred Luthans is the person who develop this instrument. So in this research we are going to study the relationship between stress and burnout with the variable named psychological capital as moderator.

We see that whether psychological capital strengthen the relationship between stress and burnout or it weakens the relationship among them. Whether it helps people if their psychological capital level is high to stop them from burnout and sustain the high pressure of stress or not. And also to see that if the psychological capital level of people is low then they sustain low pressure of stress and burnout quickly.

Problem Statement:

To recognize diverse sources of stress (stressors) in workplace environment and the level of burnout on the employee with the moderating role of psychological capital.

Research Question:

The study was conducted to investigate the relationship between stress and burnout further this study assess the impact of psychological capital on the relationship of job stress and burnout.

The following are the core questions of the research

Q1. What is the relationship between the stress and burnout among the employees and stressors?

Q2. What is the impact of psychological capital on the relationship of job stress and burnout?

Purpose of the Study:

The purpose of this study is to examine the relationship of stress and burnout and the moderation effect of psychological capital on their relationship examined on the faculty of the universities of Pakistan. The area of study is capital of Pakistan i-e Islamabad capital territory. To examine the variables in current study all reliable measures are used. Contribution of this study is in the social sciences more specifically in the theory of Human Resource Management.

Significance of the Study:

People are working on stress and burnout since very long but till now no one considers their relationship with the moderating role of psychological capital. In this study I found the relationship and its impact on faculty members of the different universities. Purpose of this research is to investigate the impact of stress on burnout with the moderating role of psychological capital among public and private sector universities of Islamabad, Pakistan. The stress at administrative level directly or indirectly effects the performance and productivity of faculty members. Stress not only causes decline in performance of the faculty members.

Assumptions:

There are few assumptions which are taken when data is analysed for the study.

- This study assumes that the sample is demonstrating all the properties of the population.
- It is assumed that the dependent and independent variables are linear in nature.
- The dissertation also assume that the respondents are not biased, responses are based on truthfulness and honesty.

Limitations of the study:

The results of the present study find support from existing literature, forthcoming research should deliberate the limitations of conceptual frame work and methodology. Specifically future investigations in this area may be strengthened if the investigator considers a number of significant dynamics as follows:

First of all identical and alike instrument may be governed to the same or similar sample in the near future in order to authorize that the estimations were articulated by the respondents without obstruction and not contaminated due to biases. This suggestion provides supplementary provision as part of longitudinal study on subject matter. The consequences of the replication on corresponding sample will augment credibility of the study.

Second, this investigation is conducted at faculty members of universities of Islamabad, so study may be replicated on diverse levels in public and private sectors in order to explore the role of psychological capital.

CHAPTER 2

LITERATURE REVIEW

Stress:

Many scholars take stress as an individual's response of the one who is confronting the factors causing stress besides that many scholars take stress as the cause or the stimuli. There is an agreement on the definition of stress because different scholars have explained stress in various ways. They have tested stress in different scenarios and get to know that it does not cause only due to one reason. There is a misperception in the way stress has been used in various studies quoted by Cox (1978).

Job stress is one of the greatest global challenges in organizations now a days. Stress is increasing due to conversion in the style of working arrangements and performance among the organizations. The changing pace of innovation and an escalation in competing the opponents in the whole world has augmented the data stream or information flow and work load. Literature has concentrated on discovering various sources of job stress. (Cooper and Payne 1988, Sauter and Murphy 1995).

Stress is caused due to the contradiction among the individual and the environment (Jamal 2005). According to Jamal job stress is an emotional state which is caused due to the imbalance between the capabilities of individual and the burden of work on the job floor. In one more research in 1985, he established that it might be because of incapability of the employee to control the circumstances and in such circumstances the employee consider this as emotional and physical threat for his/her own self.

Various scholars defined stress and conferring to them it refers to the scenario where demand is more than the accessible resources and ability of the individual does not fulfill the demand (Lazarus and Folkman, 1984). Contrary to them Hobfoll (1989, 1998) who disagreed to the definition of Lazarus and Folkman and gives his comments that all the scenarios of work do not create the disproportion; stressful conditions may have astonishing reasons which may be transitory. In that type of scenario the policies of the organization support the employees to manage it and these policies may diminish the stress and prepare people, earlier to manage such kind of scenarios.

A new definition of stress is presented by Kahn and French (1962) contrary to causal effect, in terms of relationship. Furthermore they said stress has a relationship between person and its environment and the class of scenario and its interaction which may result in a positive or negative effect. Henery and Murray (1938) further comprehend their person-environment interaction model and put forward that stress is the procedure in which person's needs and evaluation concludes its level of stress. The managing strategy of the person transforms the scenario so that the employee can eliminate the disproportion.

Psychological stress defined by Pearlin and Schooler (1978) as response of the employees towards its surroundings. They proposed that people get stress when they are afraid of the loss of resources, and they also did not have abundant resources to live up to all desires. The genuine increase and perception from a scenario plays a vital part in a stressful scenario. Therefore existed resources can be named as factors for stress. Additionally he described that the resources are the objects, observations, capacities, individual's attributes and the conditions in which a worker is working. Within the organization, examples of the resources could be workers' self-esteem (Rosenberg, 1965), learning of the worker (Smira & Rosenbaum, 1986), financial status

(Sobel & Worden, 1978), and employment. In the event of the enlarged demands in an environment an additional danger of the reduction of resources is likewise a reason which brings about the loss of power, status, work and some other inspiration connected with the occupation. There are two levels of these losses, the external and eternal value of the resources. Firstly jobs have the cost for people as people have the faith as source of the earning and second as the representative value of the resources to the individual as it gives comfort to them to scrutinize who they are (Andrews & Brown, 1986;).

Studies of the researchers have exposed that stressful proceedings at the workplace are physically challenging which can also affect the health of the people. A person who is at higher level of the physical fitness are proved to be more effected as compared to a mediocre human being. Therefore more resources are essential in order to deal with the challenges raised by such stressful scenarios. While the conclusions of the previous researches varied, a mutual hazard is that reactive behavioral coping efforts are responses to loss, damaged, or threatened resources (Hobfoll, 1989). Generally these researches demonstrate how the importance of psychosocial resources to an individual is expressed in one's behavioral or practical responses to professed stressors.

For managing the stressors, research is divided in to different kinds as literature encompasses diverse range of models and strategies regarding the managing behaviors and how strategies adopted to overwhelm them. A widely acceptable framework for the stress process and the managing behaviors is presented in a meta-analysis by Moos and Schaefer (1993). According to them managing strategies depend upon the methodology and kind of stress.

Stress was considered as the individual's psychological or emotional reaction towards its surroundings and stress arises in case of challenging situation, this approach is presented by Lazarus, (1966). In the light of his study Stahl, Grim, Donald, and Neikink in 1975 developed a structural approach to organizational stress which was mentioned in literature as interactional and quantitative approach and theorized the relation between the stimulus and response. It may be termed as cause and effect model of organizational stress.

Physicians first use the term stress in order to see the stress and resistance, Hinkle (1974), and Mason (1975). In that type of analysis they mentioned stress as a force, which can be applied to the structure and a strain, may be experienced as an outcome from the object. Transition of stress from behavioral to physical sciences changed the use of term stress. According to Selye (1976), now stress is referred to the pressure generated by the human body as an outcome of the demands by a circumstance on an individual.

The preceding work on stress had been dynamic, as term stress had been used as an independent variable, dependent variable, and the process as well, (Cooper, Dewe, & O'Driscoll, 2001, LePine, Podsakoff, & LePine, 2005). Furthermore; in his work Hobfoll in 1989 explained various dimensions of the variable in organizational terms. However most of the literature supports the argument that stress is created when available resources are less than the job demands. (Lazarus, 1966, 1999; Lazarus & Folkman, 1984).

Although Lazarus in (1984), have not inspected the reasons for organizational stressors on the wellbeing, in any case they have seen stress in the process of expectancy of the worker in light of Vroom's expectancy theory (Vroom, 1964). The procedure itself is difficult to understand as the perception is different and it cannot be recognized that, up to what extent the stressors can work

as the motivator. According to Vroom's expectancy theory, these stressors through direct experience and social learning are linked with the cognition of an individual. The endeavors which are made to test stressors are in accordance with the accomplishment from the endeavors. Second, in regards to the relationship between achievement in taking care of the demand and acquiring results (instrumentality) with some related level of worth or attractiveness (valence). Stressors are likely to be connected with beliefs.

Psychological capital and stress:

Various elements contributes in job stress, ranging from innovation in technology what's more, worldwide competition to toxic work environments and managerial bullying (Higgins & Colligan, 2006). In 2007, Hymowitz said that; heavier workload, increased business travel, and on call duty of 24 hours for the clients also affect stress level increasingly. Stress level is increasing at a very fast rate among employees due to downsizing, rightsizing, job's insecurity, rapid changes in competitive pressures, technology, work procedures, and ever demanding customers. At Princeton (1997) a large scale survey is conducted which indicated that majority of employees at all levels feel "quite a bit or extremely stressed" at work.

In 1996, Lazarus offered the classic definition of stress which said that it "occurs when an individual perceives that the demands of an external situation are beyond his or her perceived ability to cope with them." Even though such type of stress affects employees today. It is more important to note that it does not results in negative outcomes only but it also can have positive outcomes, such as enhanced performance (Marino, 1997.) and increased creativity (Kolt, Le Fevre, & Matheny, 2003). Regardless of such possible positive outcomes, yet, there is no

question that stress results in increased accidents, and health problems. (Krupat, and Bernard, 1994).

Away from substantial effect of stress on health care, job stress is an important human resource management issue for the reason of the apparent connections among perceived stress, undesirable organizational outcomes, such as organizational withdrawal, burnout, and job dissatisfaction (Olson-Buchanan, LePine, & Boswell, 2004; Lindholm, Segovis, McQuaid, & Bhagat, 1985), and employee performance (Packard, Manning, & Motowidlo, 1986). Mostly these functions results in voluntary turnover.

For example in the research conducted by American Psychological Association in 2007, they found that more than half of the employees had searched for a new job or left a job on the grounds of perceived job stress. Decreasing this negative impact and cost of job stress has become a big concern for both national economies, and as well as for organizations (Kolt, & Le Fevre, 2006). Researchers put forward that when pooled in to the fundamental construct of psychological capital, the positive resource of efficacy, hope, resilience, and optimism may deliver an enhanced understanding of, as well as applied guidelines for managing, the stress epidemic plaguing today's organizations.

When people believe that they lack the resources to deal with challenging or demanding happenings, then, they suffer from stress. Also the complex interaction between employees and their environment and putting emphasis on the role of cognitive processes and prevailing variables (such as coping and appraisal) that may appear as "hidden factor," significantly affect the results of potentially stressful events (Lazarus, and Folkman, 1984). Some other researchers

have acknowledged further factors that may affect stress, such as dimension of personality (McCrae, and Costa, 1990).

Minimizing symptoms of stress, psychological capital may come as one of the critical resources that were needed for employees to manage the stressful conditions or events at the job (Lazarus, and Folkman, 1984). Lazarus (2003, p. 94) also cautioned researchers about making an incorrect distinction between “negative” and “positive” human characteristics. He claimed that “you can’t separate them and make good sense” (Lazarus, 2003, p. 94). Loss and stress are two inevitable aspects of life both of these often play a key role in establishing individual strengths needed not only to survive, but to flourish said by Lazarus (2003) in his critique about positive psychology.

Furthermore substantial value can be gained by more fully understanding how individual may surpass some of the severe realities of life and that to overlook negatively oriented stress and managing in favor of more “positive” human aspects would be shortsighted (Lazarus, 2003). For enhanced understanding of how humans adapt to stress, Lazarus (2003) specifically identifies resilience, efficacy, hope, and optimism as relevant avenues of exploration.

In spite of the fact that Lazarus (2003) has communicated initial reservations in regards to an overreager positive approach, the research of psychological capital addresses the same intellectual limits he advocates as instrumental in better coping with stress and, consequently, diminishing related symptoms.

All of the facets of the psychological capital are open to development (Masten & Reed, 2002; Seligman, 1998; Snyder, 2000; Bandura, 1997), and the recent researches shows that overall psychological capital can also be developed in short training interactive sessions with employees (Luthans, Patera, & Avey, 2008; Avey, Luthans, et al., 2006). HR managers, by fostering

psychological capital, may deliver a new human resource development approach to benefit employees in building the critical resources needed now a days on stress filled jobs.

Psychological Capital:

An individual's positive psychological state of development called as psychological capital. It has four facets which are hope, resilience, self-efficacy, and optimism. These facets further can be explained as; hope; redirecting goals and paths in order to succeed, resilience; when beset by problems and adversity, sustaining and bouncing back and even beyond to attain success, self-efficacy; having confidence to take on and put in the necessary effort to succeed at challenging tasks, optimism; making a positive attribution about succeeding now and in the future. Furthermore research supports that psychological capital goes beyond just the categories of these capacities, (Luthans, M. Youssef, & J. Avolio, 2007).

Precisely, psychological capital is higher order core construct that incorporates the different organizational behavior criteria meeting capacities, additively as well as may be, synergistically. So the output of investment on the development and management of overall psychological capital, is expected to be larger than the capacities by which psychological capital is comprised. By this, it can be said that, psychological capital as a whole may be greater than its parts (optimism, hope, resilience and self-efficacy) (Luthans, M. Youssef, & J. Avolio, 2007).

In logical terms, it is through the discriminant validity across the individual PsyCap capacities that each capacity adds unique variance and becomes additive to PsyCap overall (Rhodes, & Carifio, 2002; Cvenegros, & Bryant, 2004; Avolio, Luthans, et al. 2006; Oliver, & Magaletta, 1999). In addition, both the emerging basic research on psychological capital (Avolio, Luthans, et al. 2006; Youssef, 2004; Avey, Luthans, et al. 2006; Luthans, et al. 2005) and conceptual

developments (Luthans, & Avolio, 2006; Locke, & Bandura, 2003; Youssef, & Luthans, 2004; Gillham, 2000; Youssef, Luthans, et al. 2006; Snyder, 2000) provide substantial evidence for the convergent validity of four capacities named hope, resilience, optimism, and self-efficacy.

HR managers, by fostering psychological capital, may deliver a new human resource development approach to benefit employees in building the critical resources needed now a days on stress filled jobs. All of the facets of the psychological capital are open to development (Masten & Reed, 2002; Seligman, 1998; Snyder, 2000; Bandura, 1997), and the recent researches shows that overall psychological capital can also be developed in short training interactive sessions with employees (Luthans, Patera, & Avey, 2008; Avey, Luthans, et al., 2006).

Efficacy the facet of psychological capital is based on the Bandura's (1997) social cognitive theory. Applied to the job efficacy is defined as "a person's conviction about his or her cognitive resources, abilities to muster the motivation, and courses of action essential to magnificently accomplish an explicit task within a given context" (Luthans, and Stajkovic, 1998). One's beliefs of efficacy affect how that individual interpret and perceive the events. Individuals with higher level of efficacy are more likely to perceive challenges as conquerable given appropriate effort and competencies, while on the other hand individuals with low level of efficacy are effortlessly induced that efforts to address hard challenges are futile so are more likely to face negative symptoms of stress (Bandura, 2008).

Efficacy has been strongly linked with the outcomes of work-related performance (Luthans, and Stajkovic, 1998; Locke, and Bandura, 2003). Organizational commitment and turnover intentions of existing staff (Cameron, and Harris, 2005) and the socialization and the retention of new

employees (Bonder, Bauer, Truxillo, Erdogan, and Tucker, 2007) also has been shown to be related to the efficacy. Furthermore, a number of approaches have been found successful in developing efficacy, including modeling, social persuasion, mastery experiences, and psychological/physiological arousal (Bandura, 1997). Bandura (2008), argues consistently with Lazarus (2003) that most human stress is directed by beliefs about coping efficacy.

Optimism, in psychological capital, is both flexible and realistic (Luthans, Youssef, et al, 2007; Schneider, 2001). Optimistic explanatory style is the one that features positive events to permanent, personal, and pervasive causes, and negative events to temporary, external, and situation-specific ones (Seligman, 2011). Optimism is not an unchecked process without realistic evaluation, and as a facet of psychological capital it is associated with a positive outlook (Luthans, Youssef, et al, 2007).

Optimism is open to development as Schneider, (2001) presented a method for this, and it's a three step process, which includes opportunity seeing for the future, appreciation for the present, and leniency for the past.

Optimism is a key moderating factor in the relationship among job strain and job characteristics, found by Wood, Wall, and Totterdell (2006) in their analysis of "portfolio workers". Those portfolio workers who are having higher levels of optimism were considered to "be endowed with added protection" and are less likely to experience the symptoms of stress on the work place (Totterdell, et al. 2006).

Hope is the word which we use in our day to day life but in terms of psychological capital it has a specific meaning with significant theoretical support (Snyder, 2000). Hope is characterized as a positive motivational state that depends on an interactively derived sense of successful (1)

pathways (planning to meet goals) and (2) agency (goal-directed energy) (Anderson, Irving, & Snyder, 1991). As it were, hope comprises of both “waypower” thinking (being able to devise alternative pathways and contingency plans to achieve a goal in the face of obstacles) and “willpower” (individual’s agency, or determination to achieve their goal).

“Resilience, the “developable capacity to rebound or bounce back from adversity, conflict, failure, or even positive events, progress, and increased responsibility” (Luthans, 2002a, p. 702) is arguably the most important positive resource to navigating a turbulent and stressful workplace.” “Research indicates that resilient individuals are better equipped to deal with the stressors in a constantly changing work environment, as they are open to new experiences, are flexible to changing demands, and show more emotional stability when faced with adversity (Tugade, & Fredrickson, 2004).”

“There is considerable evidence that resilience, once believed to be a rare dispositional trait, is state like and open to development (e.g., Bonanno, 2004; Coutu, 2002; Masten & Reed, 2002; Youssef & Luthans, 2005).” “Various methods have proven successful in building resilience, including using positive emotions (Tugade & Fredrickson, 2004), altering the perceived level of risk or personal assets (Masten, 2001), and generally fostering self-enhancement and development (Luthans, Vogelgesang, & Lester, 2006).” “Resilient people are characterized by a staunch sense of reality (Coutu, 2002), and resiliency development efforts are similarly grounded in the realistic assessments and creation of coping strategies when a setback occurs.” “As stress is increasingly understood to contribute to employee turnover (e.g., Coomber & Barriball, 2007), it appears that resilience may be a key factor in determining how individuals respond in stressful environments.”

Stress and burnout:

Conservation of resources theory of stress provides a framework for the understanding of various correlates associated with each of the three dimensions of burnout (Hobfoll & Freedy, 1993; Hobfoll, 1989). According to conservation of resources theory of stress the cause of occurrence of burnout is loss of some valued resources, when these resources are lost, are inadequate to meet demands or do not yield the anticipated returns (Cordes & Dougherty, 1993; Burke & Richardson, 1993).

Some of the valued resources includes social support from various sources; job enhancement opportunities, such as participation in decision making, autonomy, and control; and reinforcement contingencies (Cordes & Dougherty, 1993; Burke & Richardson, 1993). This theory of stress also states that some certain attitudinal and behavioral outcomes are to be expected as an outcome of burnout and loss of resources. The major outcomes include turnover intentions; behavioral coping responses; and erosion of organizational commitment, job satisfaction, and job involvement (Kahili, 1988; Burke & Richardson, 1993).

Researchers use the framework of conservation of resources theory of stress in their recent studies and have explored that how certain is the demand and resource conjectures are associated with each of the burnout dimensions (Leiter & Maslach, 1988; Lee & Ashforth, 1993; Leiter, 1993). Maslach and Leiter suggested that in stress-strain-coping-self-evaluation process, work demands and resources are potential sources of stress (Cooper, & Cummings, 1979; Lazarus & Folkman, 1984).

As a form of strain, emotional exhaustion is directly affected by these correlates, whereas personal accomplishment as a form of self-evaluation and depersonalization as a form of

defensive coping are indirectly affected through emotional exhaustion. Model of Maslach's and Leiter (1988) has received partial support.

Burnout:

In 1974 Freudenberger introduces the term burnout, focusing on treatment, prevention, and assessment. In 1982 Maslach define that burnout consists of its three facets which are emotional exhaustion, depersonalization, and diminished personal accomplishment. Till now there is an ongoing discussion about the conceptualization of and facets of burnout (Thalhammer, & Paulitsch, 2014).

As Freudenberger introduces the term burnout, focusing on treatment, prevention, and assessment in 1974, on the other hand, Maslach and colleagues developed a theoretical framework for research on burnout (Pines, & Maslach, 1978; Maslach, 1976, 2003; Maslach, & Jackson, 1982). Conservation of resources theory of stress also provides a framework for the understanding of various correlates association with the each of three dimensions of burnout (Hobfoll & Freedy, 1993; Hobfoll, 1989).

Burnout research has established the complexity of construct, with burnout being basically connected with working environment components, during this study researchers find out that different people deal with the same situation differently, thus mentioning at the role of personality in this disorder (Schaufeli, & Buunk, 2002; Alarcon, Eschleman, & Bowling, 2009; Swider, & Zimmermann, 2010; Gündel & Dammann, 2012). Other than that there is also some research on the influence on the personality factors on burnout (Maslach et al., 2001; Alarcon et al., 2009; Swider & Zimmermann, 2010).

Researchers agree on that job burnout is a phenomenon with multiple dimensions and these dimensions are influenced by both the individual's and job characteristics (Karanikola, & Kleanthous, 2011). There is no "gold standard" definition of this condition. In 1998 Rook listed 16 different definitions, and their number has been increasing progressively (Rösing, 2003; Hillert & Marwitz, 2006; Burisch, 2010). Maslach and Jackson's 1986 definition of burnout has most often been used in research; burnout is characterized in three symptoms dimensions by them, which are depersonalization, emotional exhaustion, and lack of accomplishment at work (Maslach, & Jackson, 1981) these three dimensions are assessed with the help of Maslach Burnout Inventory (MBI). Three factor solution of MBI is supported by empirical studies (Worley, Vassar, Wheeler, & Barnes, 2008).

The model of Maslach's and Leiter (1988) has received partial support, whereas several of the correlates found by Lee and Ashforth (1993) to be associated with depersonalization and emotional exhaustion, but with personal accomplishment these correlates were only weakly associated. Furthermore, the data of Lee and Ashforth (1993) and the model of Golembiewski's (1989) have raised some reservations on the subject of chronological ordering among the dimensions of burnout as hypothesized by Maslach and Leiter.

In 1993 a revised model is proposed by Leiter in which he describes that the demand and resource correlates are hypothesized to be differentially associated with the three dimensions of burnout. This model is revised in the light of the reservations and findings of the data of Lee and Ashforth (1993) and the model of Golembiewski's (1989). Explicitly, the resources are hypothesized to be more strongly related to either personal accomplishment or depersonalization, whereas the demands are hypothesized to be more strongly related to emotional exhaustion.

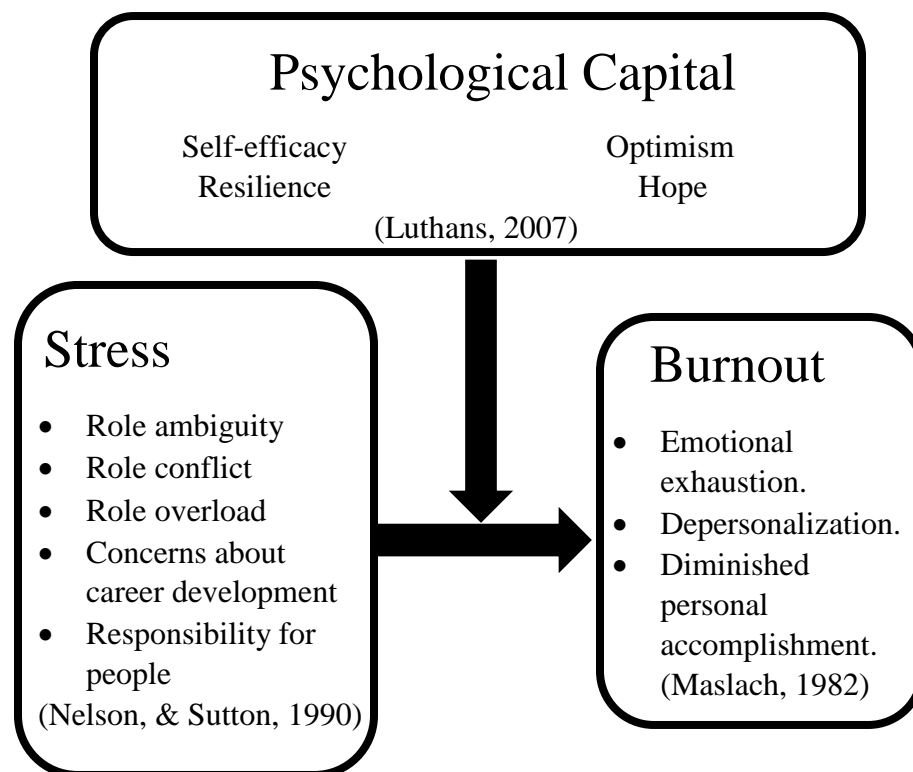
Resources help to overcome the need of defensive coping and enhance one's self-efficacy, whereas demands trigger strain in the form of emotional and physical exhaustion, stated by Hobfoll and Freedy (1993). Leiter (1993) also hypothesized that outcomes reflecting positive self-efficacy (e.g., favorable work attitudes, and control coping) are more related to personal accomplishment, whereas outcomes reflecting withdrawal tendencies (e.g., low job involvement, desire to quit, and escape coping) are more related to either emotional exhaustion or depersonalization.

The revised model of Leiter's (1993) also hypothesized that how the burnout dimensions themselves may be interrelated (Leiter, 1989; Golembiewski, 1989). Precisely, it is now believed that both personal accomplishment, and emotional exhaustion are developed in parallel with (rather than following from) each other. Henceforth, both of these dimensions are hypothesized to be "reactions to different aspects of the work environment that pose difficulties for human service workers" (Leiter, 1993).

Even though the recent models are based in part on Hobfoll's (1989) conservation of resources theory, the empirical evidence has been piecemeal and limited in scope. The association between several correlates and each of the burnout dimensions. Researchers mostly use the Maslach Burnout Inventory (MBI; Maslach & Jackson, 1981, 1986) because the scale is the most widely used in operationalization of burnout. Maslach Burnout Inventory (MBI) as a multidimensional measure makes it possible to determine whether they are differentially associated with other variables and whether the symptoms of burnout are empirically distinct from each other.

Theoretical Framework:

In the given theoretical framework the independent variable is stress and the dependent variable is burnout. The moderator between dependent variable i-e burnout and independent variable i-e stress is psychological capital.



Hypothesis:

There are three hypothesis, two are main hypothesis and one is moderating hypothesis.

Main Hypothesis:

H1: Stress has a positive and significant relationship with burnout.

H2: Psychological capital has a negative and significant relationship with burnout.

Moderating Hypothesis:

H3: The positive relationship between stress and burnout is moderated by psychological capital such as when psychological capital is high the positive relationship is weakened and when psychological capital is low the positive relationship is strengthened.

CHAPTER 3

METHODOLOGY

The following methodology will be used to conduct the current study.

Philosophy:

Research philosophy is the fundamental explanation of the nature of knowledge. It refers to the set of beliefs with reference to the nature of the reality being investigated (Bryman, 2012). How the research will be undertaken? The assumptions created by research philosophy provides the justification for that (Flick, 2013). The way used to achieve the goals of the research can differentiate the philosophy of the research (Melville, & Goddard, 2004). Learning the philosophy of research which is actually used helps describe the hypothesis used in process of research and how it fits in the methodology which is being utilized.

The current study used the positivist research philosophy. Positivism assumes that reality exists independently of the thing being studied. In practice this means that the meaning of phenomena is consistent between subjects (Newman, 1998). The philosophy simply provides the justification for the research methodology. The methodology should be informed by the nature of the phenomena being observed.

Approach:

The current researcher will approach to current study using the deductive technique. The deductive technique to approach the research first develops the hypothesis or hypotheses upon a pre-existing theory and after that it formulates the research approach to test it (Silverman, 2013). The research which is concerned with investigating whether the observed phenomena is

appropriate with the expectation based upon prior research, in this contexts the deductive approach is the best approach (Wiles *et al.*, 2011). For positivist philosophy deductive approach might be considered particularly suited because it allows the formulation of hypothesis and the statistical testing of expected results to an accepted level of probability (Larner, & Snieder, 2009). Deductive approach is considered as the development from general to specific; in this first a researcher establish the general theory and after research the specific knowledge gained is then tested against it (Kothari, 2004).

Strategy:

Research strategy means that how a researcher wants to carry out his work (Saunders et al., 2007). The research strategy used in this study by the researcher is survey. Surveys are commonly used in quantitative studies, and it encompasses sampling a symbolic proportion of population (Bryman & Bell, 2015). Data collected from surveys is quantitative which can be analyzed empirically.

Choices:

There are three types of choices which can be used for the research which are mono-method, mixed-method, and the multi-method (Saunders et al., 2007). In current research, researcher used mono-method, only one choice is used for this study which is quantitative approach.

Time Horizon:

In research two types of time horizons are used one is cross sectional and the other is longitudinal (Bryman, 2012). In this study cross sectional time horizon is used. In cross sectional time horizon the data is collected only once at a certain point (Flick, 2011). Cross sectional time horizon is used when the study of a particular phenomenon is investigated at a specific time.

Research approach or methodology is not concerned with the selection of time horizon (Saunders et al., 2007).

Data Collection Method:

Data collected for this research is primary data, with the help of closed ended questionnaires. Technique used to collect the data is convenient random sampling. Data derived from first-hand sources by respondents in survey or interview data (Bryman, 2012).

Sample Size:

The population of people who are employed in the universities of Islamabad as faculty is approximately 1500. Sample size taken is 300 from the population of 1500. Sample was calculated by sampling calculator.

No of questionnaires Distributed	No of questionnaires Retrieved	% of Retrieval
410	300	73.17

Instrument:

Three different instruments are used for the current study. For stress the standardized questionnaire is used developed by Ivancevich, & Matteson, (1980). It is recommended by Nelson, and Sutton (1990) to use it for job stressors. For burnout standardized questionnaire is used which is developed by Maslach in 1982. Third instrument used in the study is a standardized questionnaire is used developed by Luthans (2007).

Data analysis technique:

Software named SPSS is used for the coding of data after collecting questionnaires from the respondents. For testing reliability of values and verification of the data Cronbach Alpha (α) is used. Pilot study is conducted before starting the final sampling. To measure association between variables Pearson coefficient of correlation (r) is calculated. To measure the impact of stress on burnout; moderating role of psychological capital multiple regression is applied and R^2 , R^2 change, standardized beta values, and Sig of F, change of regression are under observation for the interpretation of results.

Reliability of questionnaire:

Reliability and validity of the questionnaire is measured by considering the value of Cronbach's Alpha. If the value of reliability coefficient of Cronbach's Alpha is 0.70 or higher it is considered accepted.

RELIABILITY

Variable Name	Cronbach's Alpha	Number of Items
Stress	.927	30
Burnout	.816	22
Psychological Capital	.840	24

Note: Value of reliability coefficient of Cronbach's Alpha is 0.70 or higher is considered "accepted".

Stress

The reliability table shows that the Cronbach's Alpha value of stress is (0.927) which is more than the predefined standard value of the Cronbach's Alpha (i-e: 0.70) reliability test that means the questions of the stress measure the exact meaning of the given research.

Psychological Capital

The above table shows that the Cronbach's Alpha value for the variable of psychological capital is (0.840) which is greater than (0.70) that means the questions of the psychological capital measure the exact meaning of the given research.

Burnout

The above table shows that the Cronbach's Alpha value for the variable of burnout is (0.910) which is above the standard; that is (0.70) it means that the questions of the burnout measure the exact meaning of the given research.

Empirical evidence:

Now we can continue for further research to achieve research objectives and to prove hypothesis acceptance or rejection because analysis is reliable and valid.

CHAPTER 4

RESULTS

The findings of the study are presented in three sections. In the first part of the study based on correlation analysis, second part explained main effects of the data and last part of the study defined moderators effects. Here are discussed one by one.

Correlation Analysis:

The correlation analysis tells the relationship of the different variables which we include in the research and this also tells us the extent of the relationship either the relationship is positive, strong positive, negative, strong negative and the no relationship among the variables. The analysis of the different helps us to reach the desired objectives of the research and also helps us to prove the hypothesis accepted or rejected.

The below table are showing the relationships of the different variables each other. For example in our research one variable is the Stress and its relationship with the other variables. The pearson correlation value lies between 0 to +1 and from 0 to -1 the value between the 0 to 0.5 has a moderate positive relationship with the other variable while the value lies between the 0.5 and +1 has a strong positive relationship with the other variable and the value lies between the 0 to -0.5 have the moderate negative relationship and the value lies between the -0.5 to -1 have the strong negative relationship with the other variables.

	Mean	S.D	Gender	Age	Experie	Depende	Stress	PsyCap	Burnout
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Correlation Table

					nce	nts			
Gender	.41	.493	1						
Age	1.81	1.071	-.057	1					
Experie nce	2.32	1.164	.031	.849 **	1				
Depende nts	1.60	1.801	-.239**	.733 **	.664**	1			
Stress	3.17	1.00	.163	- .358 **	-.348**	-.274**	1		
PsyCap	7.82	3.33	-.055	.196	.294**	.207**	- .676**	1	
Burnout	4.02	.57	.087	- .135 *	-.176**	-.123*	.374**	-.406**	1
<p>** Correlation is significant at the 0.01 level (2-tailed).</p> <p>* Correlation is significant at the 0.05 level (2-tailed).</p> <p>N = 300</p>									

CORELATION TABLE shows the relationship of variables used in the study.

Stress, psychological capital, and burnout

Stress is having the moderate positive relation with Burnout. Pearson Correlation value between stress and the burnout is 0.374 and it is significant that indicates that there is positive relation between both variables. Relationship between burnout and psychological capital is negatively correlation. Pearson correlation is defining the value of psychological capital -0.406 and it is significant.

Main Effects:

Table
Regression Output

		Impact on Burnout
Stress	Adjusted R²	0.137
	Sig. F Change	.000
Psychological capital	Adjusted R²	.037
	Sig. F Change	.000

Adjusted R square value is 0.137 that shows the independent variable (stress) explaining 14% variation in dependent variable (Burnout). Means the stress is explaining the burnout by 14% without changing significance of F.

Table of regression output shows that psychological capital a moderating variable has adjusted R square value .037. Psychological capital explains the variation in dependent variable approximately 37%. Means the psychological capital is explaining the burnout by 37% without changing significance of F .000.

Table
Coefficients

Model		Standardized coefficients	t	Sig.
1	Stress	.374	6.966	.000
2	Psychological capital	-.200	-3.527	.000

Coefficients table is defining the beta value, t stats and its significant level to decide the hypothesis rejection and acceptance and role of each coefficient in the variation of the model.

Standardized Coefficient of the stress β value is .374 that shows the positive impact of the stress on the burnout. If stress increases by one unit the burnout is increased by .37 units. The corresponding t value of the stress is 6.966 and it is significant at less than .005%.The H1 hypothesis is accepted and that means there is positive association between stress and burnout.

Standardized Coefficient of the psychological capital β value is $-.200$ that shows the negative impact of the stress on the burnout. If psychological capital is increases by one unit the burnout is decreased by $.102$ units. The corresponding t value of the psychological capital is -1.438 and it is insignificant. The hypothesis H2 of the psychological capital is rejected due to insignificance of the model. The relationship between psycap and stress is negative but insignificant.

Moderation Effect:

**Table
Model Summary**

		Impact on Burnout
Stress	Adjusted R²	.137
	R² Change	.140
	Sig. F change	.000
Moderation by psycap	Adjusted R²	.222
	R² Change	.087
	Sig. F Change	.000

R square change value is 0.140 that shows the stress explaining 14% variation in burnout. Means the stress is explaining the burnout by 14% without changing significance of F.

Table of model summary output shows that psycap a moderating variable has adjusted R square value .222. Psycap explains the variation in burnout approximately 22%. Means the psycap is explaining the burnout by 22% without significantly and changing the F value is 0.000.

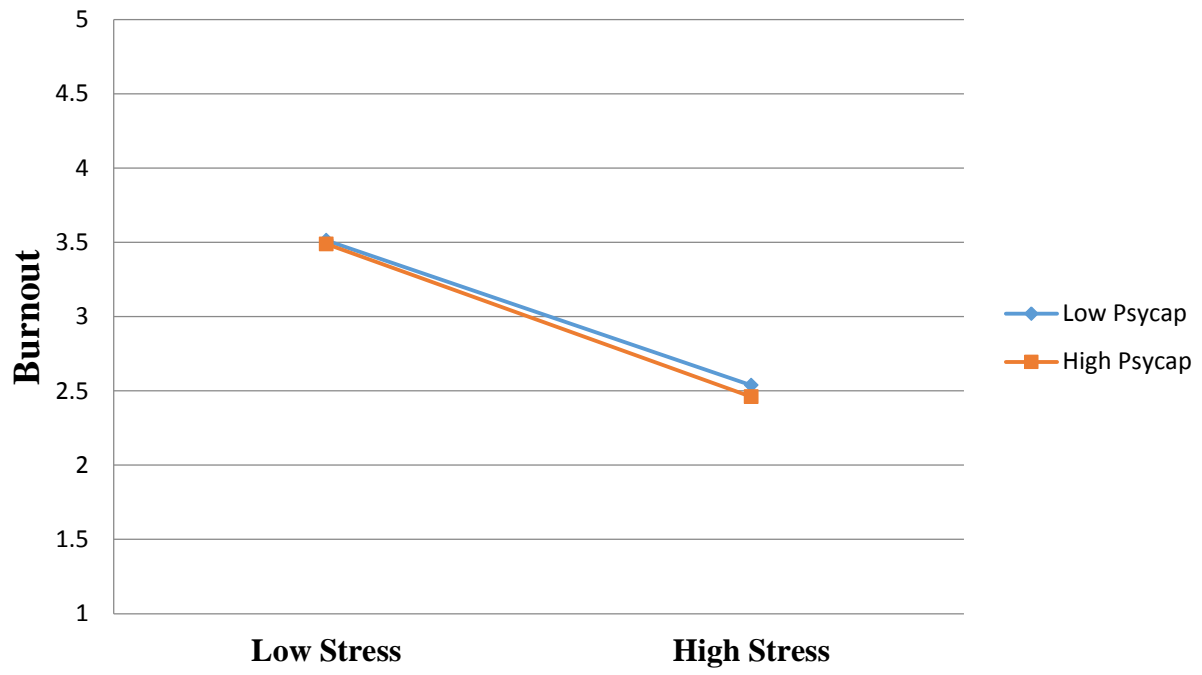
Table
Coefficients

Model		Standardized coefficients	t	Sig.
		Beta	Tolerance	VIF
1	Stress	.760	9.041	.000
2	Moderation by psycap	-.486	-5.775	.000

Coefficients table is defining the standardized of beta value, t stats and its significant level to decide the hypothesis rejection and acceptance and role of each coefficient in the variation of the model.

Standardized Coefficient of the moderation by psycap is -.486 that shows the negative impact of the psycap on burnout. If psycap increases by one unit the burnout is decreased by .486 units. The corresponding t value of the psycap is -5.775 and it is significant at .000. The hypothesis H3 of the moderating variable such as when psycap is high the positive relationship is weakened and when psycap is low the positive relationship is strengthened is accepted that means there is negative association of psycap and burnout.

Moderating Effect of Psycap



CHAPTER 5

Discussion & Conclusion

Discussion:

As hypothesized the results of this study shows significant and positive relationship between the stress and burnout. If the level of stress is high there will be more burnout and if the level of the stress is low then there will be less burnout. Empirical findings of stress and burnout propose that they are positively correlated with each other. Hypothesis related to stress and burnout that stress has a positive and significant relationship with burnout has been proved right. So the findings of the current study are consistent with the findings of past studies.

Psychological capital is used as a moderator in the current study and it helps in moderating the relationship of stress and burnout. Results of the study shows that when psychological capital is high the relationship among stress and burnout remains positive but weak and when the psychological capital is low the positive relationship of stress and burnout gets strong. That's why the psychological capital moderates the relationship between stress and burnout. Empirical findings shows that psychological capital and burnout have negative and significant relationship between them and it also moderates the relationship of stress and burnout. These findings are consistent with the previous studies.

All the results of the current study show that high psychological capital helps in combating with stressors and retaining the burnout level low. Psychological capital is defined and empirically determined to be state like (Luthans, Avey et al., 2008; Luthans, Avolio, et al., 2007) which can be improved because it is open to development and human resource management. So the administration of the universities should focus on practicing to increase the level of

psychological capital of their faculty members. Stressors may manifest in different stripes, but the impact of those stressors on faculty wellbeing can have a variety of negative psychological, health and behavioral effects that may reduce teachers' effectiveness, causes high levels of distress and deprives the economy and the nation of valuable, educated contributors. The study of psychological capital, as a potential antidote to the effects of stress, suggests that this higher order concept may offer an avenue to boost faculty's immunity to stressors, or even to shape the way in which they appraise and define events to reframe them as motivational challenges rather than debilitating threats. Each individual construct of optimism, hope, efficacy, and resilience is imperfect in representing general resilience to stress, and their common factor should provide the complete index of domain. The current study ported the concept of psychological capital in to the faculty, academic work context.

Conclusion:

This study on the basis of its findings provides evidence that each person up to an extent has a capacity to bear the stress and when it goes beyond limits it results in burnout. This level varies from person to person, some people retain high level of stress while some people have low capacity to sustain the built up pressure of stress. Psychological capital plays the pivotal role in identifying the person's level of stress.

Psychological capital as a moderator being introduced into this study suggest that in different forms psychological capital weakens the known relationship between stress and burnout. It can be implied that high psychological capital facilitate in toning down the burnout portfolios of individuals. The study provides a way forward to manage negative consequences of stress and that is to design interventions that work at individual level and help them in the development of psychological capital.