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Some moderators of the work stress- burnout relationship

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occur, or that subjects were not highly motivated to achieve in terms of Weiner's (1980) research findings, or that Weiner's findings cannot be substantiated for the sample of MBA students.

Though the AMQ was constructed to fulfil all possible achievement measurement factors (Tziner and Elizur, 1985) it appeared to place undue emphasis on . risk factor. An improvement could entail equal emphasis being placed on the factors of persistence, level of aspiration, dynamics of action and prospects of upward mobility (Hermans, 1970). Though considered by Tziner and Elizur (1985) in the construction of the AMQ these factors do no. appear to be incorporated in the scale. Achievement motive is not only concerned with risk-taking because it also involves the ultimate reasons for achieving (Kahn et al, 1964), fear of failure (Atkinson, 1957, 1964) and locus of control (Kukla, 1972). The AMQ does not test adequately for these factors.

As another hypothetical explanation for the non-significance of achievement motive in the present study, the influence of this variable may either have counteracted, or been subsumed by, the effects of one of the other variables. There has been a typical inclination in the research literature to emphasise the similarities between self-efficacy belief and achievement motive (Bandura, 1978; Barling, 1978; Beattie, 1981; Keyser, 1979; Schunk, 1979; Teasdale, 1978), on the grounds that self-efficacy is essentially itself a motivational variable concerned with choice, effort, ability and behavioural persistence.

Finally, there are suggestions that motivational variables may vary with perceived difficulty of the task, and only become significant once requisite ability is present (Barling, 1978), and recent research findings (Atkinson and Raynor, 1978) indicate that the possibility of future success may mediate the motivation of immediate activities. As with self-efficacy belief there is a concern about outcomes, and this implies that achievement motive may fluctuate, particularly in a situation such as the MBA Programme where a definite goal is involved.

Highly autonomous, achievement oriented individuals are particularly concerned about the possibility of personal failure, and often act to exert optimal control over the environment so as to reduce the probability of failure (Robins and Block, 1988). Where achievement failure or lack of control is perceived, individuals are more likely to experience the depressive symptoms allied to burnout (Freudenberger, 1980; Maslach, 1982a; Niehouse, 1981) and it follows that achievement motive could not then become a moderator of the stress-burnout relationship.

In conclusion, the results of the present study indicate that burnout did occur, with emotional exhaustion possibly being the only dimension to be evidenced. A significant moderating effect was demonstrated by the interaction of the hardiness variable with stress at Time 2 on the variance in emotional exhaustion.

The results imply that certain aspects of the hypothesis may be accepted with regard to a white male population. Hardiness was shown to be a significant moderator of the emotional exhaustion dimension of burnout in its relationship with stress, and therefore represents an intra-personal support variable. This is in line with similar research findings investigating work stress. Self-efficacy belief has a main effect, and contributes to a significant variance in the amount of emotional exhaustion. Individuals with a high degree of perceived hardiness are typically less susceptible to burnout in highly stressful conditions.

2. LIMITATIONS OF THE PRESENT STUDY

Representativeness of the subjects and study context were found to be satisfactory insofar as the present study was concerned. The sample comprised a group of individuals all belonging to a 'first world' culture being exposed to a burnout conducive environment. However, results of the study are only representative of MBA students on MBA Programmes, and may not be generalised to include businessmen or other categories of white males.

Work-related factors anticipated to prove stressful included work quantity which could result in overload (known to be a precursor of burnout), plus increasingly complex work which might require skills beyond the subjects' initial level, competition for status, internal politicking, and possibly lack of feedback and inconsistent demands on the individual. Many MBA participants could also have been

expected to experience difficulty in adjusting to the student mode after having been in an earning capacity. Inflexibility in adapting to new demands makes the individual more susceptible to burnout (Carroll and White, 1982).

Though no known personality trait per se causes a person to burn out, certain characteristics in certain ecosystems may provide a disposition to burn out (Carroll and White, 1982; Maslach, 1982a). Maslach (1982a) has suggested that people seek to attain self-esteem for a number of diverse reasons, and it has been suggested in the light of the present findings that motives may affect achievement motive. Burnout may not inevitably develop, depending upon the type of achievement motive. The MBA incumbents were expected to have a high need for achievement, but the motives for this need were not adequately investigated in the present study. Furthermore, as not all succeeded in attaining the MBA, perhaps those who failed held unrealistic expectations of themselves and failed to recognise their personal limitations. There may therefore be a link, which is indicated by the Pearson correlations in TABLES 10 and 11 but unpursued in this study, between achievement motive and self-efficacy belief. Both variables involve incentives, abilities and personal motives; both are concerned with choice, effort and behavioural persistence. These points were not clarified in the study, and perhaps the problems could be overcome with the use of a more comprehensively constructed achievement motivation questionnaire, as was discussed earlier.

The sample size of the present study was small (N = 53) and this may have limited the number of significant findings. However, the

statistical analyses used were suited to both large and small samples. Though some recently published studies have utilized small samples (Schmeid and Lawler, 1986, N = 82; Vallerand et al, 1986, N = 23) it is difficult to attribute significance to the trends that emerge. Sample size is a distinguishing element in the conclusiveness of statistical analyses. Due to the small sample size of the present study, statistical results emanating from the sample should be treated with caution due to the fact that skewing is relative to sample size. That is to say, the smaller the sample, the relative greatness of skewing will be encountered (Lehmann, 1985). All results discussed within the framework of the study must be viewed with the temperance toward the relative unmeasurable skewing that may have occurred as a result of the small sample.

In terms of study design, the time period over which the research took place satisfied criteria necessary for the test-retest method, but was necessarily restricted due to the prescribed length of the MBA Programme. Greater accuracy in trends might have been obtained had the duration of the study been extended, as has already been discussed. It is conceivable that a similar study of longer duration might confirm the phase model of burnout proposed by Maslach and Jackson (1981), although it was suggested earlier that these may differ in order of occurrence if encountered in the MBA setting. However, had depersonalisation and a sense of reduced personal accomplishment developed during the present study, in addition to the emotional exhaustion dimension of burnout, this would have confirmed the progressive stages of burnout as conceptualised by Maslach and Jackson (1981) and a heightened incidence of general burnout would

consequently have been recorded. A greater meaningfulness would have been attributable to hardiness as a moderator, because hardiness involves commitment (as well as control and challenge) over a period of time. In terms of the hardiness factor, potential for more significant findings lies in the treatment of hardiness as three separate components.

Another weakness lies in the exclusive reliance on self-report data. Not only are self perceptions already divergent due to the lack of any universal standards, but individuals may succumb to factors such as social desirability or idealisation, and so report their anticipated behaviour pertaining to certain situations in terms of wishful thinking. However, specific efforts to counteract social desirability response bias were built into the MBI, LES, and self-efficacy belief scales (Keyser, 1979; Maslach and Jackson, 1981; Sarason, Johnson and Siegel, 1978). Unfortunately, no paper and pencil instrument can measure real behaviour, particularly as the behaviour is limited by both the content and the characteristics of the scale in question.

There are a number of disadvantages concerning the choice of measuring instruments. A general criticism is based on the observation by Hogan and Hogan (1982) that in most stress research there is great difficulty in correlating any particular personality variable with the magnitude of stress response, because of the inherent unreliability of these personality measures. Valid and reliable measures of stress proneness, vulnerability, or coping resources are also scarce. Several difficulties with the LES and AMQ

have already been mentioned, to which should be added a possible shifting frame of reference by the respondent over a period of time. However, in its favour the LES was suitable in that it took account of off-the-job stressors. It also incorporated several items in the study section which relate directly to the MBA situation, such as finance and failure. Individuals typically bring to work with them problems related to family life, budget, the community and their social lives, and even concern with the prevailing politico-economic situation. These 'spillover' influences should always be acknowledged in any research involving organisational stress, particularly as life change makes people very susceptible to burnout (Farber, 1983; McLean, 1979).

The LES was constructed based on the assumption that life changes are stressful, whether they are desirable or undesirable, and the logic of combining negative and positive events is open to controversy (Johnson and Sarason, 1979). Though the present study only took into account supposed negative stress events, what is perceived as negative for one individual may not correspond to undesirable for another. Concerning quantification, individuals also vary considerably in how they are affected by life events, for example a married man might rate his daughter's unwanted pregnancy quite differently than would a less mature man his sister's. Yet both men could have been MBA students. The impact experienced by life changes may also vary according to the degree with which people feel events are under personal control. In retrospect, it is also possible that hardy individuals would gradually tend to attribute less impact to negative stressful events, since hardiness has been

shown to facilitate both the coping response via its dimension of control, and the way in which the impact of stress is perceived (Averill, 1973; Kobasa and Puccetti, 1983).

The content of the LES might be criticised for being insufficiently relevant to the stresses associated with the MBA environment, but it was still considered to be the most appropriate stress measure available for a pilot study. Firstly, it only accounted for the experience of negative stress, and secondly, it has already been shown in the present study that certain items were particularly relevant to the MBA participants. If the LES had been manipulated, that is, if various of the items deemed inappropriate were removed and only those relating to student and study issues retained, this would have ignored the "spillover" effects referred to earlier. In the light of these various criticisms, it could be advantageous in future research to develop a new stress measure more closely aligned to student conditions. Principal components factor analysis would then be required to establish acceptable construct validity, and the Spearman-Brown formula applied to assess the scale's reliability The development of a new scale along these lines could help to ensure that any irrelevant sources of negative stress did not dilute those directly related to intensive study such as are encountered on the MBA Programme.

Though all the scales used in the present study yielded acceptable reliabilities, and culture-specific bias was eliminated because all the respondents were white, western, English-speaking males, a problem with the self-efficacy belief and achievement motive scales

was in terms of validity: did they actually measure what they are purported to measure?

The first difficulty with the self-efficacy belief scale arises from Bandura's (1978) observation that the best measure of behaviour is behaviour itself, and not reports pertaining to it, despite the previous use of graduated self-efficacy scales in his microanalytic methodology (Bandura, 1977). Many psychologists reject self-reports as legitimate sources of information about behaviour change because they may reflect, for example, demand characteristics or wishful thinking (Poser, 1978). That self-reports are reliable in assessing self-efficacy belief is also specifically questioned by Kazdin (1978) and Wilson (1978). Kazdin (1978) maintains that merely knowing a desired response is not tantamount to being able to perform, thus as competence and incentives are involved in self-efficacy belief (Bandura, 1977), the competence dimension cannot be assessed by a self-report on paper.

> "Probably, the best way to assess competence or skill level is through a direct test of performance. Yet, performance in a situation that would reveal skill level of a client might be highly correlated with self-efficacy. If an individual's self-efficacy is low, ..., that performance is not likely to take place. Hence, competence may be difficult to assess or estimate." (Kazdin, 1978: 178-9)

As Wilson (1978) further points out, in terms of cognitive constructs, individuals can have the necessary skills, but not perceive these as adequate, or not perceive incentives for action as adequate.

In terms of Kerlinger's (1973) conceptualisation, a trait is "a characteristic of an individual revealed through recurring behaviors

in different situations" (Kerlinger, 1973: 494), while an attitude is an "organized predisposition to think, feel, perceive, and behave toward a referent or cognitive object" (Kerlinger, 1973: 495) in this case the MBA-related self-efficacy belief scale. Though relevant to burnout associated with the MBA, individual measures of self-efficacy belief, as a trait, would not be generalisable to other life situations. Because it can covary, it could perhaps be argued that self-efficacy belief is not a static personality construct and therefore cannot be measured as such.

Bandura (1982) however, argues against this reasoning by maintaining that efficacy in dealing with the environment is not a fixed act or merely a matter of knowing what to do. Rather,

> "... it involves a generative capability in which component cognitive, social and behavioral skills must be organized into integrated courses of action to serve innumerable purposes." (Bandura, 1982: 122)

Yet he goes on to say that "A capability is only as good as its execution" (Bandura, 1982: 122). Several self-efficacy scales have recently been used in research (Barling and Beattie, 1983; Keyser, 1979; Schunk, 1979), and although constructed to meet the requirements of each specific study, if Bandura's (1982) contention is accurate and perceived self-efficacy is concerned with judgements, then these scales succeeded in measuring the belief in capability and/or self-efficacy, even though only perceived capability, and not actual capability was measured.

A second difficulty with the scale relates to the unfamiliarity of the MBA course. Wilson (1978) criticises self-report validation in an unfamiliar situation:

> ".... accurate self-report will depend upon a knowledge of the specific cues that govern the target behavior" (Wilson, 1978:221).

It could be argued that at Time 1 the MBA was more of an unknown entity than at Time 2 and could not be accurately appraised, in which case it is possible that behavioural assessment was not in fact tested. However, each respondent had been confronted with academic learning experiences previously, so was aware of his past capabilities and expectations of mastery.

There is an indication that the measurement of self-efficacy belief by a self-report scale may have limitations, but at present there is good evidence that perceived self-efficacy in hypothetical situations may be useful in predicting performance (Bandura, 1982; Barling and Beattie, 1983; Keyser, 1979).

With regard to the use of MMR as an appropriate statistical tool for the present research, some discussion has emerged in recent literature to the effect that this method may provide too conservative a test of the moderator hypothesis. For example, Stone (1986) and Blood and Mullet (1977) have suggested that the technique could artificially mask the indication that moderating effects are actually present. In endeavouring to overcome this problem Arnold (1982) has proposed that

two analytic strategies be used to detect moderator variables, in case these variables influence either the form or degree of relationship between two other variables. However, it has also been suggested (Stone, 1986) that moderated regression is quite sufficient to reveal both form and degree of relationship, and that traditional hierarchical regression is the preferred technique.

3. IMPLICATIONS OF THE PRESENT STUDY

Several factors have emanated from the present study, and the first relates to the treatment of the hardiness variable. Hardiness was regarded as a univariate composite index, even though Ganellen and Blaney (1984) found that the three components yielded differential moderating effects and state that information can be lost if the variable is treated as a composite. For example, Cherniss (1983) has recently contended that burnout may not begin with stress as such, but with loss of commitment and moral purpose in work, and therefore maintains that the focus of research, theory and especially intervention should be on how to strengthen and maintain commitment. By treating hardiness as three separate components, the commitment dimension could be measured in relation to burnout in order to test this theory. Furthermore, future research could test 'deficit' hypotheses such as the Cherniss and Krantz (1983) model, rather than Maslach and Jackson's (1984a) and Strümpfer's (1983a) models of burnout, upon which the present study was based. Cherniss and Krantz (1983) emphasise that a lack of motivation resulting from a loss of commitment is an important factor in burnout.

Hardiness could also be investigated in terms of its interactive effects with other variables because joint mediating effects involving hardiness as a significant variable may then become apparent. One such variable is social support (Ganellen and Blaney, 1984; Kobasa and Puccetti, 1983) combined with stress; the joint impact of hardiness and social support is suggested as important for investigation, according to Maddi and Kobasa (1984). There is considerable evidence for both the main and moderating role played by social support in mediating the relationship between work stress and various symptoms of personal strain: these strains include work-related attitudes and behaviours, and mental and physical health. In a recent study Bluen (1987) found a significant stress x hardiness x family support interaction, which contributed to the degree of job satisfaction, although psychological health and propensity to leave the organisation were not significantly affected.

Also researching hardiness and various personal support interactions, Kruger (1987) found family support had both a main and moderating effect on marital quality where work stress was predominant. High levels of support from family and supervisors for those experiencing high levels of work stress indicated higher levels of marital interaction than those low in such support.

Though it is true that the support received by an individual, from whatever source, appears important in alleviating burnout, it does not prevent the emergence of burnout. Furthermore, support comes in various forms, some of which are directly instrumental in preventing individuals from experiencing negative consequences, for example,

financial assistance, and specific guidance (Barling, 1986). However, it can be argued that a surfeit of emotional support might even discourage people from attempting to withstand the negative effects of stressors such as burnout (Kobasa and Puccetti, 1983), where burnout has itself become a stressor, and this point should be taken into consideration with regard to intervention and treatment methods.

Social support may also operate indirectly to relieve stress and burnout, for example, Osipow and Davis (1985) have found that it reduces the impact of stressors, and Etzion (1984) has indicated its effectiveness as a joint variable in moderating burnout. Kruger (1987) found that the coping facilitated by social support and hardiness is beneficial to the perception of the impact of stress, while House (1981) has suggested that social support's very presence may reduce the importance of stressful events to individuals and hence their reaction to them, and that this factor operates even when coping and defence strategies fail. In hindsight it is indicated that the support gained from being in residence when on the MBA Programme, or from one's family, could have been important in moderating stress for certain individuals compared with those who lived away from either source of support. The effects of social support have also been demonstrated to vary as a function of individual difference variables (Roos and Cohen, 1987), and it is suggested that social support should be taken into consideration in future studies on burnout.

The present study assumed workload to be a substantial factor in producing burnout. Comprehensive future studies could explore more fully the roles played by other work-related stressors, such as lack

of feedback, work pressure, and administrative support, for a similar sample population.

From the methodological point of view, future studies investigating personality variables and burnout should involve measures other than solely self-report scales. Though the present study was a pilot endeavour, a similar project could be conducted using a larger number of respondents, divided into male and female sub-groups. A longitudinal design encompassing a longer period of study would be more likely to demonstrate the development of burnout, and possibly confirm that burnout occurs in three progressive stages, as was accepted for the present study. Moderators other than hardiness might then also acquire significance.

The present study raised the question of whether emotional exhaustion was necessarily the first component of burnout to be manifested in a work/study situation. Future research could test this hypothesis, and compare the development of burnout in the work/study context with that in the organisational context. Findings might be of value to the stress management counsellor, and of even greater value to the burnout therapist, because intervention would vary dependent on the burnout symptom being experienced. Cherniss (1982) and Freudenberger (1982) maintain that remediation is likely to grow in importance during the 1980's and beyond, and although Freudenberger (1982) states that "More and more professionals will reach the sixth, seventh and eighth stages described by Golembiewski" (Freudenberger, 1982: 173) it must be clarified in which order these stages really do appear, so that some guidelines may be suggested to the therapist/counsellor.

However, as symptoms cover a wide variety of personal areas (behavioural, cognitive and emotional), at present it is preferable to assess such diverse factors as personal motivations, sense of control, physiological disturbances, guilt feelings, attitude change and so on (Freudenberger, 1982), regardless of what 'stage' the individual is at in terms of burnout. Given that such a thorough investigation and evaluation is called for, perhaps the question of 'stage', as such, loses relevance. This in itself would confirm the seriousness of the burnout condition in terms of time and cost involved for its treatment, for individuals, organisations, and society at large.

The usefulness of 'stage' would possibly be in predicting to what extent the individual could still become burnt out, and in suggesting the most appropriate form of remediation. A person suffering from emotional exhaustion would need to be helped in a different way from one reacting to lowered personal accomplishment. The most effective intervention, according to Golembiewski (1982) might involve such tailoring of the remediation to the phase, for example, lateral job transfer should the individual be in one phase, or personal counselling if in another.

Future research possibilities are implied for the development of more satisfactory measuring instruments, in particular for achievement motive and self-efficacy belief, based upon the criticisms made earlier. The problem of possible distortion of personal self-efficacy and coping abilities under stressful conditions still has to be overcome if the self-report method is used. Since competence and skill are important in the assessment of self-efficacy belief its

measurement should include performance-rated items plus a measure of the willingness to approach specific tasks. This would necessitate the inclusion of some independent performance rating. The goal would be to develop more objective assessment methods for the three proposed moderators than self-report scales, thereby eliminating response bias and reducing measurement error.

The burnout measure could be modified, partly for parsimonious reasons, and partly to extend its comprehensiveness. The intensity dimension of burnout components could be measured, instead of both intensity and frequency, because it has generally been established that this is sufficient as a measure for each dimension. In addition, a section could be introduced aimed at correlating reinforcement expectations, outcome expectations, and efficacy expectations with the affective and behavioural aspects of self-reported burnout, following Meier's (1983) suggestion. Since the present study found self-efficacy belief to significantly contribute to the variance in burnout, a questionnaire constructed along these lines might suggest more specifically which type(s) of expectation are involved. Meier's (1983) model predicts that these expectancies directly influence the subjective experience of burnout, and this proposition contains elements of a 'deficit' burnout model: individuals burn out because insufficient dividends are produced in terms of investment and expectancies.

Such a questionnaire would help to delineate what is important to the individual in the work situation and also help to identify which individuals might be particularly prone to burnout. Freudenberger

(1982) points out that common symptoms of burnout include negative thinking, disillusionment, disappointment with the organisation, obsessive-compulsiveness, a sense of being wronged, and guilt resulting from a belief that the individual has not achieved enough. An assessment of the individual could be made during his employment.

As a further avenue of enquiry with regard to the organisational context, studies need to be conducted in which epidemiological factors are measured against a defined set of burnout symptoms or in the context of the phases of burnout, according to Pfifferling and Eckel (1982). They suggest demographic subgroups of professionals should be examined with regard to gender, ethnicity, profession, career changes and years since graduation, but warn that there may be a general reluctance among professionals to study themselves. A further question asks why only some individuals exhibit 'survivor' attitudes when all may have endured loss of self-esteem and are placed in burnout-prone environments. Possibly hardiness could contribute to the answer. Pfifferling and Eckel (1982) question why the physiological reactivity of burnout patients (in terms of health problems) has not yet been assessed to provide possible predictors of burnout-proneness.

There is current concern with the diversity of intervention programmes directed at the industrial sphere. Comparable populations could serve as the basis for research involving intervention techniques, for example groups which are already subjected to different relief interventions, or classes of profession where value systems vary considerably. Intervention techniques could be developed which are

compatible with the prevailing value systems. Cross-cultural analyses of work environments would also serve as useful models for intervention strategies, and it is possible that those environments displaying the 'least' burnout might offer insight into protective mechanisms that reduce or even prevent it (Pfifferling and Eckel, 1982).

The reason as to why self-efficacy belief contributed to burnout in the present research, rather than moderated it, should be pursued. A balanced sense of self-efficacy, proven by successful performances, should lead to heightened satisfaction (an intrinsic reward) and in terms of valence-instrumentality-expectancy, or VIE theory, it follows that self-efficacy belief could fulfil a motivational role, see FIGURE 7.

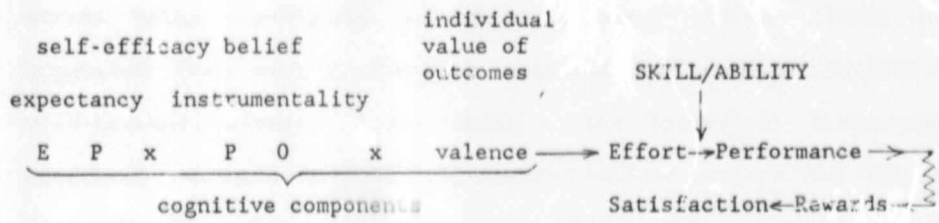


FIGURE 7: Schematic presentation of VIE theory
(From Barling, 1983: 359)

Further research on self-efficacy belief theory has abundant implications for management development.

The emphasis for future burnout research appears to lie in the business and organisational sphere rather than the human service professions. Mention has already been made of the potential to

develop a screening mechanism for the identification of hardy and burnout-prone individuals, because any intervention such as identification or prevention will have value for alleviating burnout. In terms of prevention, Maslach (1982a) stipulates a need to learn interpersonal skills, and recommends adequate training in all spheres of the work environment. Comprehensive training programmes should help to prevent the onset of burnout. These views are echoed by Wilder and Plutchik (1982), who emphasise both the importance of amenable and suitable career selection, and awareness of what the job involves.

There is a link between career choice patterns and burnout (Farber, 1983). It is suggested that changing attitudes towards work are exerting several influences on the choice of career in today's world. Moreover, these changing attitudes are contributing to the degree of stress being experienced in the workplace. McLean (1979) has suggested that certain cultural contexts may be more conducive to work-related stress. For example, the Protestant Ethic once motivated economic activity in industrialised nations (McClelland, 1961; Weber, 1930) while in South Africa the concept has become outmoded. The recent economic slump, sanctions, and their ensuing lack of employment prospects for the low-skilled worker contingent, has added to the burden of costs already required to support the non-working population, and serves to increase work-related stress.

Many individuals today consider that it is their due to have a larger share of the economic pie. The concept of rising entitlements has filtered through both American (McLean, 1979) and South African

society, and this is linked to a sharpening of consumer appetites and rising aspirations of workers. The growing middle classes have become accustomed to regarding yesterday's luxuries as today's essentials; this serves as a source of stress for both those adequately prepared for the continual accumulation of commodities, and those of lower status who desire higher status perquisites yet lack the means to achieve them.

Expectations of workers, rising aspirations and the role of trade unions reflects a revolution in social values and a challenge to authority unseen previously in South Africa. Management has had to evolve a working industrial relationship with the labour sector, but all too often recently the requirement for flexibility on both sides appears to have contributed to the stress already inherent in the system.

Future research could incorporate findings related to such changing attitudes towards work, by possibly measuring attitudes and comparing them with fluctuations in the incidence of burnout.

The idea of rising entitlements could be one of the main considerations in career choice, yet it also serves to increase stress and subsequently burnout. Further research is needed to investigate the link between burnout and patterns of career choice (Farber, 1983). Osipow (1983) has cited the importance of wise vocational choice to obviate the frustration and lack of fulfilment when material goods are accumulated at the expense of personal needs and values. Encouragement and training to choose a career starts with school-

children, who should be made aware that extensive technological change can open new vistas in terms of career accommodation.

It is also at school level that individuals should be trained to develop more effective coping skills. Hardiness was found to be a moderator of burnout in the present study and further research could be aimed at developing the variable as a coping resource among school-children. As hardiness is enhanced, so will autonomy and personal control be enhanced, which are desirable in the prevention of burnout (Maslach, 1982a). Silbergend and Manderscheid (1976) devised a course for schoolchildren to develop interpersonal coping skills. The objective was higher self-esteem and an increased ability to perceive, interpret and express non-verbal communication and feelings to others. There would appear to be potential for similar courses designed to enhance hardiness as an intra-personal coping skill, in addition to other possible moderators in the form of personality variables. The two types of coping skill would compliment each other.

In recent attempts to develop hardiness in adults, Maddi and Kobasa (1984) conducted a preliminary study over an eight week period, to assess the effects of eight one-hour hardiness counselling sessions for a group of executives. Results indicated noteworthy increases in transformational coping and decreases in regressive coping for the experimental group. In addition, blood pressure levels decreased and hardiness scores increased, and it appeared that such counselling improved the executives' coping mechanisms while decreasing their susceptibility to illness and physical strain.

One variable which was omitted from the present research because it was felt to be outside the scope of the study, was the categorisation of individuals according to Type A and Type B personality (Friedman and Rosenman, 1974). The two types are known to substantially differ in behaviour and activity (Jenkins et al, 1979), and especially with regard to work experience. Individuals scoring higher on Type A report a greater fear of failure, workaholism, lack of affiliative satisfaction and social alienation, and more negative work experiences (Burke and Deszca, 1982). In some tests (Frankenhaeuser, 1979) Type A's tend to select a faster work pace, and so subject themselves to greater total work load, although they cope more effectively with the load than do Type B's with their lesser loads. Work load is known to be particularly implicated in the experience of burnout (Pines, 1982).

Furthermore, with regard to self appraisal, Strube (1987) has proposed a model based on the premise that Type A's and Type B's differ in their desire to appraise their abilities accurately. If this is so, self-efficacy belief may not have been realistically reflected in the study. Strube (1987) maintains that situation-induced stress is treated differently by A's and B's, and, for example, clear diagnostic feedback should reduce stress among those showing predominantly Type A behaviour. Type A's have a high desire to achieve. They should show greater concern than B's for accurate appraisal of their abilities because such accuracy is necessary for goal attainment. If the study had included a disproportionate number of subjects approaching one type of personality, the results relating to the variables could have been

skewed. Though this represents an unknown dimension in the present study, future research could incorporate the concept.

Several implications arising from the present study have been discussed, and it is clear that burnout represents an area where abundant research is still warranted. Burnout is serious because the indications are that it is a growing problem. It not only affects the individual, but it affects many with whom that individual interacts. This is true both in the human service professions, where the client does not receive optimal treatment from the caregiver suffering from burnout, and in organisations, where there is a general deterioration in intercommunication, motivation and production (Cherniss, 1980; Farber, 1983; Zimbler et al, 1985). Very often a critical correlate of burnout is work overload.

Secondly, burnout is a problem that still requires extensive research concerning its amelioration and this can only come about by sustained research aimed at discovering the causes within the particular organisation where burnout is evident. For this reason, there is abundant scope for human resource management and organisational development (OD) experts (Golembiewski, 1982) in terms of monitoring and intervention programmes. OD represents a growing body of theory and experience generally related to reducing work stressors, which therefore may be viewed as a base for organisational trouble-shooting, that is, it can specifically target amelioration of the conditions that lead to burnout.

If individuals suffering from burnout are not mentally ill, as is contended by Freudenberger (1982) and Paine (1982), and that they do typically respond after intensive counselling and psychotherapy, the question arises as to the organisation's ethical role in dealing with burnout employees. It would appear preferable that there should be appropriately structured referral processes and employee assistance programmes in place of the expense of merely terminating employment. Compensation for damage due to work-related stress is already claimed in many U.S.A. states (Paine, 1982). The work environment itself is an important focus for intervention (Golembiewski, Hines, 1982, 1984, 1984). Programmes dealing with aspects of intervention continue to be formulated (Cherniss, 1980, 1982, 1983; Edelwich and Brodsky, 1982; Farber, 1983; Freudenberger, 1982; Maslach 1982a, 1982b; Shapiro, 1982; Shinn, 1981, 1982; Tubesing and Tubesing, 1982).

Finally, Morrow (1981) holds the view that burnout is a peculiarly American 'hypochondria of the spirit' (p. 84) and Cherniss (1980) contends that burnout is a specific adaptation to stress. Meanwhile, Zborowski (1969) has indicated that certain major aspects of stress responses are culturally socialised, that is, they are learned performances, and Pines and Aronson (1981) have documented such differences between American and Israeli managers in coping with stress. Their research gives support to Morrow's (1981) thinking that there may be culturally conditioned differences in stress response. It is possible that the burnout syndrome represents one of these socialised forms of behaviour in response to a particularly stressful environment. If the incidence of burnout should rise in

South Africa, such an hypothesis would present a further avenue in the theoretical area, although its value might be restricted to reconsiderations of socialisation practices.

A further line of enquiry could examine whether burnout in South Africa may be categorised as a general response to stress, or whether it is culture-specific, that is, whether the currently increasing contingent of black managerial staff is as susceptible to burnout as are their white counterparts. As MBA Programmes in South Africa are currently the domain of Caucasian males, a similar study could be directed at institutions specialising in black management development.

V CONCLUSION

South Africa may unquestionably be classed as an industrialised country, yet its stress profile is in many ways closer to that of a developing country (Cooper and Arbose, 1984). At present it is also in the paradoxical situation of experiencing a drain of executive and managerial personnel rather than the converse, with the result that there is a growing increase in the incidence of work-related stress. The issue of industrial stress is therefore becoming a matter of great concern, primarily because of the costs it entails to individuals, organisations, and the entire economy.

Diseases most frequently associated with organisational stress include cardio-vascular disorders, hypertension and peptic ulcers, all of which require some form of medical attention. However, a disorder just as debilitating for the individual is burnout, with its physiological and emotional exhaustion, the tendency to withdraw and the inability to function meaningfully or productively. The incidence of burnout is expected to escalate in South Africa because of the increasing pressures and workload precipitated by a deteriorating economic climate. Clearly, the ultimate goal in researching burnout is to attain to a situation where it may be avoided altogether, but in the interim, the goal must lie in its reliable detection, measurement, treatment and prevention.

Moreover, because corporate stress is a reflection of individual stress, successful remediation requires an approach that recognises the individual as part of the organisational system: an organisation is only as good as its personnel. It follows that just as changes to the total organisation will affect the individual, so will changes in the individual reflect in the organisation.

Work stress is not solely dependent on organisational makeup and functioning because its effects are shown to be precipitated by the specific makeup of the individual personality. A great deal of the present research involves changing organisations so that the work environment is freed of the type of stressors that predispose individuals to burnout (eg. Farber, 1983; Fibkins, 1983; Golembiewski, 1982, Pines, 1982, 1983; Shapiro, 1982). Another substantial portion involves intervention techniques for those in burnout-prone environments and those already affected (e.g. Edelwich and Brodsky, 1982; Freudenberger 1982, 1983; Tubesing and Tubesing, 1982). Far less effort has been extended toward developing personal strengths that may lie dormant.

Taken from this perspective, the present research has made a valuable contribution to the research on work-related stress. The personality variable of hardiness has recently attracted attention as a moderator of stress (e.g. Bluen, 1986; Kobasa, 1979; Kobasa and Puccetti, 1983) and the present study has now indicated that it also has significance as a moderator of the stress-burnout relationship. Individuals on the MBA Programme rated as high in the hardiness disposition typically experience lower levels of emotional exhaustion, particularly where

highly stressful conditions predominate. The present study also revealed that a distorted sense of self-efficacy belief appears to promote the development of burnout in the individual.

Consequently it is suggested that there is potential for further research into the area of hardiness, and that such investigative studies should concentrate on a number of issues: its potential as three separate components, namely commitment, control and challenge; the contribution hardiness might make as a joint moderator when operating in combination with other variables; the possibility of identifying or discovering which components, if any, represent more effective coping resources for women than for men.

Several potentialities exist for hardiness in terms of its practical implications. One lies in its use for the enhancement of coping skills in both children and adults, as has initially been investigated by Maddi and Kobasa (1984). A second value pertains to the selection of employees, where those that are prone to burnout or likely to develop the syndrome in the short term are identified prior to their possible engagement. Finally, where the screening of organisational personnel indicates that prevailing conditions may induce the development of burnout, human resource management techniques could be tailored to capitalise on the benefits of hardiness by developing individual immunity to the effects of stress and burnout.

It is hoped that this study will lead the way in creating a base upon which further analysis of burnout and its moderators may be undertaken in the future. In a world where the credo of 'survival of the fittest' is often the testament of success, it is perhaps fitting that the research results should bear so close a resemblance to such a statement. It is appropriate that the research shows that the hardiest people are most adept at surviving, and thereby coping with the rigors of work-related stress and burnout.

APPENDIX A

1 Initial covering letter

2 Questionnaire

3 Covering note for second administration of questionnaire

4 First feedback letter to participants

5 Second feedback letter to participants

STRESS, particularly in westernised management today, is increasingly taking its toll. The costs to industry alone are enormous. However, these are not confined to industry: because stress pervades every aspect of our lives there are also major personal, organisational and social costs. The attached is part of a survey investigating the insidious effects of stress. Research of this nature is essential for an enhanced understanding of both its nature and the trends responsible for its growing prevalence, with an ultimate aim being the improvement of intervention strategies and human resource management techniques to the benefit of both individual and organisation.

This particular study is looking at MBA students. Though it is appreciated that your work schedule is exceedingly heavy and demanding, your contribution in completing the questionnaires would be invaluable. Not only might the overall findings be useful in planning future MBA programmes, but from your own personal point of view, your particular stress level can be assessed and made available to you in confidence should you wish it. The personal information you give will be treated as strictly confidential. The person presiding is not in any way involved in the study, and the research is being conducted independently of the Graduate School of Business.

For the purposes of the study it is especially important that you complete a similar package later in the year. At that session you may also like to estimate your own stress level, and after the test administration you will receive a personal letter which will include an indication of your personal susceptibility to work-related stress and burnout.

The package looks a lot but it is actually less than it appears. A cross (X) is usually all that is needed. Please answer ALL the items in ALL the questionnaires as the data they generate is interrelated, and don't spend time pondering unduly over any particular question.

THANK YOU FOR YOUR VALUABLE TIME AND PARTICIPATION.

SECTION I

NAME ..... Date .....

Age ..... Present marital status Mark with a (X)

Single	Married	Separated	Divorced	Widowed

Contact address (for final results) .....

.....

What degrees have you obtained? .....

For how many years have you worked in an earning capacity? .....

Are you in a residence? Mark with a (X)

Yes	No

If not in residence, were there any particular difficulties in obtaining accommodation?

.....

If at home, have you children living in the house?

Yes	No

About what ages?

0 - 6	7 - 12	teens

Does your wife/husband/live-in partner work?

Yes	No	N/A

Do you have adequate financial support during the MBA course?

Very well off	Comfortable	Adequate	Careful budget.	Less than adequate

How do you rate your overall health?

Very good	Good	Moderate	Prone to small upsets

Do you take any medication to help overcome periods of stress?

Never	Occasionally	Frequently	Almost constantly

Are you finding the MBA rewarding from a personal accomplishment point of view?

Yes, very	Yes	Moderately	Not very	No

Are you satisfied with the level of feedback on your work?

Yes, very	Yes	Moderately	Not very	No

Approximately, how do you feel you are coping/have coped?

Very well	Well	Moderately	Not too well	Struggl -ing

SECTION II

Listed below are a number of events which sometimes bring about change in the lives of those who experience them and which necessitate social readjustment. Please mark with a (X) those which you have experienced in the recent past and indicate the time period during which you have experienced each event. Also, indicate the extent to which you viewed the event as having a +ve or -ve impact on your life at the time, e.g. a rating of -3 would indicate an extremely negative impact, while a rating of + 3 would indicate an extremely positive impact.

	0 to 6 mo	7 mo to 1 yr	extremely negative	moderately negative	somewhat negative	no impact	slightly positive	moderately positive	extremely positive
1. Marriage			-3	-2	-1	0	+1	+2	+3
2. Detention in jail or comparable institution			-3	-2	-1	0	+1	+2	+3
3. Death of spouse			-3	-2	-1	0	+1	+2	+3
4. Major change in sleeping habits (much more or much less sleep)			-3	-2	-1	0	+1	+2	+3
5. Death of close family member:									
a. mother			-3	-2	-1	0	+1	+2	+3
b. father			-3	-2	-1	0	+1	+2	+3
c. brother			-3	-2	-1	0	+1	+2	+3
d. sister			-3	-2	-1	0	+1	+2	+3
e. grandmother			-3	-2	-1	0	+1	+2	+3
f. grandfather			-3	-2	-1	0	+1	+2	+3
g. other (specify)			-3	-2	-1	0	+1	+2	+3
6. Major change in eating habits (much more or much less intake)			-3	-2	-1	0	+1	+2	+3
7. Foreclosure on mortgage or loan			-3	-2	-1	0	+1	+2	+3
8. Death of close friend			-3	-2	-1	0	+1	+2	+3
9. Outstanding personal achievement			-3	-2	-1	0	+1	+2	+3
10. Minor law violations (traffice tickets, disturbing peace, etc.)			-3	-2	-1	0	+1	+2	+3
11. MALE: wife/girlfriend's pregnancy			-3	-2	-1	0	+1	+2	+3
12. FEMALE: pregnancy			-3	-2	-1	0	+1	+2	+3
13. Changed work situation (different work responsibility, major change in working conditions, hours, etc)			-3	-2	-1	0	+1	+2	+3
14. New job			-3	-2	-1	0	+1	+2	+3

	0 to 6 mo	7 mo to 1 yr							
15. Serious illness or injury of close family member:									
a. father			-3	-2	-1	0	+1	+2	+3
b. mother			-3	-2	-1	0	+1	+2	+3
c. sister			-3	-2	-1	0	+1	+2	+3
d. brother			-3	-2	-1	0	+1	+2	+3
e. grandfather			-3	-2	-1	0	+1	+2	+3
f. grandmother			-3	-2	-1	0	+1	+2	+3
g. spouse			-3	-2	-1	0	+1	+2	+3
h. other (specify)			-3	-2	-1	0	+1	+2	+3
16. Sexual difficulties			-3	-2	-1	0	+1	+2	+3
17. Trouble with employer (in danger of losing job, being suspended, demoted, etc.)			-3	-2	-1	0	+1	+2	+3
18. Trouble with in-laws			-3	-2	-1	0	+1	+2	+3
19. Major change in financial status (a lot better or a lot worse off)			-3	-2	-1	0	+1	+2	+3
20. Major change in closeness of family members (increased or decreased closeness)			-3	-2	-1	0	+1	+2	+3
21. Gaining a new family member (thro' birth, adoption, family member moving in, etc.)			-3	-2	-1	0	+1	+2	+3
22. Change of residence			-3	-2	-1	0	+1	+2	+3
23. Marital separation from mate (due to conflict)			-3	-2	-1	0	+1	+2	+3
24. Major change in church (or other) activities (increased or decreased attendance)			-3		-1	0	+1	+2	+3
25. Marital reconciliation with mate			-3	-2	-1	0	+1	+2	+3
26. Major change in number of arguments with spouse (a lot more or a lot less arguments)			-3	-2	-1	0	+1	+2	+3
27. MARRIED MALE: change in wife's work outside the home (beginning work, ceasing work, changing to a new job, etc.)			-3	-2	-1	0	+1	+2	+3
28. MARRIED FEMALE: change in husband's work (loss of job, beginning new job, retirement, etc)			-3	-2	-1	0	+1	+2	+3
29. Major change in usual type and/or amount of recreation			-3	-2	-1	0	+1	+2	+3
30. Borrowing more than R20 000 (buying home, business, etc.)			-3	-2	-1	0	+1	+2	+3

		0 to 6 mo	7 mo to 1 yr						
31.	Borrowing less than R20 000 (buying car, getting school loan, etc.)			-3	-2	-1	0	+1	+2	+3
32.	Being fired from job			-3	-2	-1	0	+1	+2	+3
33.	MALE: wife/girlfriend having abortion			-3	-2	-1	0	+1	+2	+3
34.	FEMALE: having abortion			-3	-2	-1	0	+1	+2	+3
35.	Major personal illness or injury			-3	-2	-1	0	+1	+2	+3
36.	Major change in social activities, e.g. parties, movies, visiting (increased or decreased participation)			-3	-2	-1	0	+1	+2	+3
37.	Major change in living conditions of family (building new home, remodeling, deterioration of home, neighbourhood, etc.)			-3	-2	-1	0	+1	+2	+3
38.	Divorce			-3	-2	-1	0	+1	+2	+3
39.	Serious injury or illness of close friend			-3	-2	-1	0	+1	+2	+3
40.	Retirement from work			-3	-2	-1	0	+1	+2	+3
41.	Son or daughter leaving home (due to marriage, university, etc.)			-3	-2	-1	0	+1	+2	+3
42.	Ending of formal schooling			-3	-2	-1	0	+1	+2	+3
43.	Separation from spouse (due to work, travel, study, etc.)			-3	-2	-1	0	+1	+2	+3
44.	Engagement			-3	-2	-1	0	+1	+2	+3
45.	Breaking up with girlfriend/ boyfriend			-3	-2	-1	0	+1	+2	+3
46.	Leaving home for the first time			-3	-2	-1	0	+1	+2	+3
47.	Reconciliation with girlfriend/ boyfriend			-3	-2	-1	0	+1	+2	+3
	Other recent experiences which have had an impact on your life. List and rate									
48.				-3	-2	-1	0	+1	+2	+3
49.				-3	-2	-1	0	+1	+2	+3
50.				-3	-2	-1	0	+1	+2	+3

		0 to 6 mo	7 mo to 1 yr						
51.	Beginning a new school experience at a higher academic level (college, graduate school, professional school, etc.)			-3	-2	-1	0	+1	+2	+3
52.	Changing to a new school at same academic level (undergraduate, graduate, etc.)			-3	-2	-1	0	+1	+2	+3
53.	Academic probation			-3	-2	-1	0	+1	+2	+3
54.	Being dismissed from dormitory or other residence			-3	-2	-1	0	+1	+2	+3
55.	Failing an important exam			-3	-2	-1	0	+1	+2	+3
56.	Changing a major			-3	-2	-1	0	1	+2	+3
57.	Failing a course			-3	-2	-1	0	+1	+2	+3
58.	Dropping a course			-3	-2	-1	0	+1	+2	+3
59.	Joining a fraternity/sorority			-3	-2	-1	0	+1	+2	+3
60.	Financial problems concerning school (in danger of not having sufficient money to continue)			-3	-2	-1	0	+1	+2	+3

SECTION III

The items below consist of attitudes with which you may or may not agree. Please place a (X) in the column that best describes your reaction for each item.

	Agree	Not sure	Disagree
1. Most of life is wasted in meaningless activity			
2. I find it difficult to imagine enthusiasm concerning work			
3. It doesn't matter if people work hard at their jobs, only a few bosses profit			
4. Ordinary work is too boring to be worth doing			
5. The belief in individuality is only justifiable to impress others			
6. Unfortunately, people don't seem to know that they are only creatures after all			
7. The young owe the old complete economic security			
8. A retired person should be free of all taxes			

	Agree	Not sure	Disagree
9. New laws should not be passed if they damage one's income			
10. There are no conditions which justify endangering the health, food and shelter of one's family or of one's self			
11. Pensions large enough to provide for dignified living are the right of all when age or illness prevents one from working			
12. Those who work for a living are manipulated by the bosses			
13. Thinking of yourself as a free person leads to great frustration and difficulty			
14. Often I do not really know my mind			

Please indicate which of the two statements provided in each item below BETTER represents your attitude by marking the appropriate item with a (X)

15. (a) Becoming a success is a matter of hard work; luck has little or nothing to do with it.
    (b) Getting a good job depends mainly on being in the right place at the right time.

16. (a) As far as world affairs are concerned, most of us are the victims of forces we can neither understand nor control.
    (b) By taking an active part in political and social affairs the people can control world events.

17. (a) Most people don't realise the extent to which their lives are controlled by accidental happenings.
    (b) There is really no such thing as "luck".

18. (a) Sometimes I can't understand how supervisors arrive at work evaluations.
    (b) There is a direct connection between how hard I work and the evaluations I get.

19. (a) Many times I feel that I have little influence over the things that happen to me.
    (b) It is impossible for me to believe that chance or luck plays an important rôle in my life.

20. (a) What happens to me is my own doing.
    (b) Sometimes I feel that I don't have enough control over the direction my life is taking.

If you could numerically define what you believe to be your stress level on the MBA programme, and could rate it on a scale of 0 - 50, what do you estimate this level to be? .....

SECTION IV

This section will require a little more time to complete than the others.

The items represent statement about personal feelings and attitudes. It is important to indicate both the FREQUENCY and the INTENSITY of your own experiences in this regard. After you have read the options please write down the appropriate value to account for both frequency and intensity relating to each of the statements.

HOW OFTEN:	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

HOW STRONG:	0 never	1 very mild barely noticeable	2	3	4 moderate	5	6	7 major very strong

HOW OFTEN 0 - 6	HOW STRONG 0 - 7	STATEMENTS:
1.	....	I feel emotionally drained from my work.
2.	....	I feel used up at the end of the workday.
3.	....	I feel fatigued when I get up in the morning and have to face another day on the job.
4.	....	I can easily understand how my recipients feel about things.
5.	....	I feel I treat some recipients as if they were impersonal objects.
6.	....	Working with people all day is really a strain for me.
7.	....	I deal very effectively with the problems of my recipients.
8.	....	I feel burned out from my work.
9.	....	I feel I'm positively influencing other people's lives through my work.
10.	....	I've become more callous toward people since I took this job.
11.	....	I worry that this job is hardening me emotionally.
12.	....	I feel very energetic.
13.	....	I feel frustrated by my job.
14.	....	I feel I'm working too hard on my job.
15.	....	I don't really care what happens to some recipients.
16.	....	Working with people directly puts too much stress on me.
17.	....	I can easily create a relaxed atmosphere with my recipients.

HOW OFTEN	HOW STRONG	STATEMENTS:
0 - 6	0 - 7	
18.	....	I feel exhilarated after working closely with my recipients.
19.	....	I have accomplished many worthwhile things in this job.
20.	....	I feel like I'm at the end of my rope.
21.	....	In my work, I deal with emotional problems very calmly.
22.	....	I feel recipients blame me for some of their problems.

SECTION V

Please mark with a (X) the alternative which you feel best applies to you, would best apply to you, or with which you most agree:

	Never/ No	Occasionally/ Sometimes	Frequently/ Usually	Always/ Yes
1. I can operate the Lotus computer package proficiently				
2. I can pass the MBA well				
3. If I were to miss business school for a few days, it would affect my work				
4. I believe I can remember all the rules relating to, say, company taxation				
5. I believe I can remember sufficient to pass a class test in any subject				
6. No matter how hard I try, I can never sort out my stats. correctly				
7. I can usually finish my course preparation within the set time limit				
8. If the lecturer asks a question relating to research methodology I can answer it comprehensively				
9. I can't do the maths problems the lecturer administers during class				
10. I could learn 6 chapters of an industrial relations text in a weekend, in addition to all my other work commitments				
11. If I do stats. and accounting diligently every day, I could improve my marks				
12. The fewer operations research problems I tackle, the more difficult they become				
13. The more of any core subject I study, the better I do				
14. If I carry out my private study regularly, I should improve my mark rating				
15. If I don't concentrate during stats. and operations research lectures, I may fail certain courses				
16. If I work really hard at it, I could get a very high mark for financial reporting and analysis at the end of the course				

	Never/ No	Occasionally/ Sometimes	Frequently/ Usually	Always/ Yes
17. If I don't read widely in industrial relations and organisational behaviour I won't know sufficient for exams				
18. There are certain economics (or other) concepts I can never remember, regardless of the number of times I try to learn them				
19. If I don't listen carefully in lectures, I am confused about them later				
20. I can manage the various accounting procedures more easily by following the lecturer's examples carefully				

SECTION VI

The questions in the following questionnaire are intended to cover attitudes towards tasks and assignments from various points of view. This is an attitude survey and there are no right or wrong answers: we are interested only in your personal opinions. As far as we are concerned, these are the only correct answers. You are participating in a scientific study; frank and truthful answers are the most important contribution you can make to its success. They will be kept strictly confidential.

You are requested to answer the questions by circling the number next to the response which most nearly expresses your opinion in each of the questions. Please answer ALL the questions, and circle only ONE answer in each question. The first few questions deal with your PREFERENCES concerning task performance in general.

1. Do you generally prefer tasks involving UNCERTAINTY as regards the results or tasks with SURE outcomes?

   I generally prefer:
   a. Tasks involving uncertainty much more than tasks with sure outcomes.
   b. Tasks involving uncertainty a little more than tasks with sure outcomes.
   c. Tasks involving uncertainty and tasks with sure outcomes to the same extent.
   d. Tasks with sure outcomes a little more than tasks involving uncertainty.
   e. Tasks with sure outcomes much more than tasks involving uncertainty.

2. Do you generally prefer DIFFICULT tasks or EASY tasks?

   I generally prefer:
   a. Difficult tasks much more than easy tasks.
   b. Difficult tasks a little more than easy tasks.
   c. Difficult and easy tasks to the same extent.
   d. Easy tasks a little more than difficult tasks.
   e. Easy tasks much more than difficult tasks.

3. Do you generally prefer tasks over which you are PERSONALLY responsible or tasks over which responsibility is SHARED with others?

   I generally prefer:
   a. Tasks with personal responsibility much more than tasks with shared responsibility.
   b. Tasks with personal responsibility a little more than tasks with shared responsibility.
   c. Tasks with personal responsibility and tasks with shared responsibility to the same extent.
   d. Tasks with shared responsibility a little more than tasks with personal responsibility.
   e. Tasks with shared responsibility much more than tasks with personal responsibility.

4. Do you generally prefer tasks involving CALCULATED RISK or tasks whose accomplishment is ENSURED?

   I generally prefer:
   a. Tasks involving calculated risk much more than tasks whose accomplishment is ensured.
   b. Tasks involving calculated risk a little more than tasks whose accomplishment is ensured.
   c. Tasks involving calculated risk and tasks whose accomplishment is ensured to the same extent.
   d. Tasks whose accomplishment is ensured a little more than tasks involving calculated risk.
   e. Tasks whose accomplishment is ensured much more than tasks involving calculated risk.

5. Do you generally prefer tasks whose performance requires PROBLEM-SOLVING or tasks that have to be carried out by following CLEAR instructions?

   I generally prefer:
   a. Tasks requiring problem-solving much more than tasks carried out by following clear instructions.
   b. Tasks requiring problem-solving a little more than tasks carried out by following clear instructions.

c. Tasks requiring problem-solving and tasks carried out by following clear instructions to the same extent.
d. Tasks carried out by following clear instructions a little more than tasks requiring problem-solving.
e. Tasks carried out by following clear instructions much more than tasks requiring problem-solving.

6. In different situations in life one should choose between the possibility of succeeding in one's performance of a job and the avoidance of possible failure. Some people prefer jobs that might meet their NEED TO SUCCEED, while others prefer jobs that ensure AVOIDANCE of failure.

I generally prefer:
a. Tasks that might meet the need to succeed much more than tasks that ensure avoidance of failure.
b. Tasks that might meet the need to succeed a little more than tasks that ensure avoidance of failure.
c. Tasks that might meet the need to succeed and tasks that ensure avoidance of failure to the same extent.
d. Tasks that ensure avoidance of failure a little more than tasks that might meet the need to succeed.
e. Tasks that ensure avoidance of failure much more than tasks that might meet the need to succeed.

The next few questions are about the same issues, but from a different perspective. They refer to your FEELINGS about tasks.

7. Do you generally feel more satisfied with tasks involving UNCERTAINTY or with tasks with SURE OUTCOMES?

I generally feel satisfied with:
a. Tasks involving uncertainty much more than with tasks with sure outcomes.
b. Tasks involving uncertainty a little more than with tasks with sure outcomes.
c. Tasks involving uncertainty and with tasks with sure outcomes to the same extent.
d. Tasks with sure outcomes a little more than with tasks involving uncertainty.
e. Tasks with sure outcomes much more than with tasks involving uncertainty.

8. Do you generally feel more satisfied when you have a DIFFICULT task or when you have an EASY task?

I generally feel satisfied with:
a. Difficult tasks much more than with easy tasks.
b. Difficult tasks a little more than with easy tasks.
c. Difficult tasks and easy tasks to the same extent.
d. Easy tasks a little more than with difficult tasks.
e. Easy tasks much more than with difficult tasks.

Author Dixon Karen V
Name of thesis Some Moderators Of The Work Stress-burnout Relationship. 1989

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