

**NEAR EAST UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
GENERAL PSYCHOLOGY
MASTER'S PROGRAMME**

MASTER'S THESIS

**THE ORGANIZATIONAL BURNOUT AND JOB SATISFACTION OF PUBLIC AND
PRIVATE WORKERS INTERMS OF THEIR SOCIO-DEMOGRAPHIC
CHARACTERISTICS**

**TINOTENDA CHIGANZE
20146714**

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**NICOSIA
2016**

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ABSTRACT

The organizational burn-out and job satisfaction of public and private sector workers in terms of their socio-demographic characteristics

The aim of the study was to examine the organizational burnout and job satisfaction scores of public and private sector workers in terms of their socio-demographic characteristics in Zimbabwe. The study consisted of 100 participants, 42% females and 58% males. 54% of the participants worked in a private sector and 46% of the participants worked in a public sector. The study was conducted as an internet based cross sectional descriptive study. The study revealed significant differences between age of participants and the subscales of burnout and job satisfaction. Participants between the ages of 20-25 and 26-30 had significantly high scores on depersonalization, reduced personal accomplishment and subscales of job satisfaction compared to older age groups. Findings also, reported that female and male participants, experienced organizational burnout and job satisfaction in similar ways. Also, it was found out workers from private and public sectors experience organizational burnout and job satisfaction in similar ways. It was revealed that participants who are single had higher scores on reduced personal accomplishment compared to participants who are married. Also, there was no significant differences between subscales of organizational burnout according to monthly income of participants. Participants who had low income had higher scores of intrinsic and general satisfaction than the participants with moderate income. Additionally, findings revealed that participants with secondary level education have higher depersonalization and reduced personal accomplishment compared to participants with post-graduation level.

Key Words: Organization, Organizational Burnout, Job Satisfaction, Emotional Exhaustion, Depersonalization, Reduced Personal Accomplishment

ÖZ

Kamu ve özel sektör de çalışan işçilerin örgütsel tükenmişlik ve iş doyumlarının sosyo-demografik özellikler açısından incelenmesi.

Bu çalışmada Zimbabwe’de kamu ve özel sektör de çalışan işçilerin örgütsel tükenmişlik ve iş doyumları sosyo-demografik özellikler açısından incelenmiştir. 100 katılımcı ile yapılan çalışmada katılımcıların %42’si kadın, %58’i erkektir. Uygun Örneklem yöntemi kullanılan çalışmada katılımcıların %54’ü özel sektörde, %46’sı kamu sektöründe çalışmaktadır. Çalışma enlemesine kesitsel, betimsel bir çalışmadır. Veriler internet yoluyla toplanmıştır. Araştırma bulguları tükenmişlik ve iş doyumunu alt ölçeklerinden alınan puanların yaşa göre anlamlı farklılık gösterdiğini ortaya koymuştur. Buna göre 20-25 ve 26-30 yaş arasındaki katılımcılar daha büyük yaş gurupları ile karşılaştırıldığında duyarsızlaşma ve kişisel başarısızlık alt ölçeklerinden ve iş doyumunu alt ölçeklerinden anlamlı düzeyde daha yüksek puan almışlardır. Bulgular örgütsel tükenmişlik ve iş doyumunu açısından kadın ve erkek katılımcılar arasında anlamlı farklılık olmadığını ortaya koymuştur. Benzer şekilde çalışmamızda örgütsel tükenmişlik ve iş doyumunu açısından kamu ve özel sektörde çalışan işçiler arasında anlamlı farklılık saptanmamıştır. Bekâr katılımcılar evli katılımcılarla karşılaştırıldığında kişisel başarısızlık alt ölçeğinden anlamlı düzeyde daha yüksek puan almışlardır. Katılımcıların aylık gelirlerine göre örgütsel tükenmişlik düzeylerinde anlamlı farklılık görülmemiştir. Düşük gelirli katılımcılarda orta düzey gelirli katılımcılara göre daha yüksek düzeyde içsel ve genel doyum saptanmıştır. Ayrıca, orta öğretim düzeyine sahip katılımcılarda lisansüstü eğitime sahip katılımcılarla karşılaştırıldığında anlamlı düzeyde daha yüksek duyarsızlaşma ve kişisel başarısızlık görülmüştür.

Anahtar Kelimeler: Örgüt, Örgütsel Tükenmişlik, İş Doyumu, Duygusal Tükenmişlik, Duyarsızlaşma ve Azalmış Kişisel Başarı

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ABBREVIATIONS

MBI:	Maslach Burnout Inventory
MSQ:	Minnesota Satisfaction Questionnaire
SPSS:	Statistical Package for the Social Sciences
ICU:	Intensive Care Unit

1. INTRODUCTION

Organizational burnout generally denotes response workers may display when presented with work demands and pressures that are not matched to their knowledge and abilities and which test their capacity to adjust (Scott, 2012, pg. 30). Throughout numerous research, it is shown that 21-67% of human service providers have high rate of burnout. These human service providers include teachers, lawyers, police officers, nurses, doctors, psychiatrist (Usman & Raja, 2013, pg. 1584). In a study carried out on nurses working in intensive care unit (ICU) in Zimbabwe, Chitura (2014, pg.436), found that, 40% of nurses suffered or experienced burnouts in their work stations. The same study revealed that, cases of burnout were predominant amongst ICU nurses largely due to their routine exposure to hectic and challenging work environment. It is further argued that, high prevalence of burnout amongst ICU nurses is also attributable to the need by these subjects to operate highly advanced machinery that required technical expertise and additional staff which is currently in short supply in Zimbabwe. This is arguably a consequence of brain drainage resulting from mass exodus of these skilled health personnel in pursuit of better conditions across the globe as the country is currently bedevilled by economic hardships. Henceforth, recent reports indicate that due to this shortage in critical skills sector ,remaining few nurses suffer burnouts due to an over burdensome working environment which in turn leaves the country's health sector in an almost crisis situation in as far as health services provision is concerned.

In another investigation carried out by Masuku & Muchemwa (2015, pg.258) on a sample of Solusi University lecturers in Zimbabwe, it emerged that cases of burnout were predominant amongst this group as shown by an occurrence of 50%. It came out that, common stress factors which lead to burnout among the university lecturers include high loads of work, chasing of deadlines and lengthy hours of work. Similarly, another study by Ncube and Tshabalala (2012, pg. 1) showed the occurrence and dominance of burnout among educators in Nkayi District in Zumbabwe and several sources of burnout were noted. However, key sources of burnout were identified as, over crowdedness of classrooms, peer conflicts, challenging students, incommensurate income in relation to the level of work they carry out and inadequate resources required to undertake their job. Relatedly, in another study about teachers' perceptions on job related stress which contributes to burnout, 33% revealed that they were extremely stressed (Borg & Riding, 1991). To this end,

various research have produced same results demonstrating and confirming that roughly one-quarter to one third of educators experience extreme levels of job related stress leading to occupational burnout (Manthei & Gilmore, 1996; Chireshe & Mapfumo, 2003, pg. 3).

The sources of burnout impact negatively amongst the performance of the educators which include lateness and or absenteeism, inability to meet target deadlines, cynicism towards pupils (Mapfumo & Chitsiko, 2012, pg. 158). Also, unceasing contact to factors of burnout impresses negatively amongst educators which is shown in multiple ways such as being annoyed, cynical, refusal to collaborate with co-workers, lack of enthusiasm and drive to work (Nagra, 2010, pg. 515). According to Peterson, Demerouti, Bergstrom, Samuelsson, Asberg and Nygren (2008, pg. 86), burnout has been linked with a great amount of adverse illnesses affecting diverse kinds of staffs, their institutions, and the customers they help. For instance, in their study of a group of service employees in a Swedish city which included nurses, physicians, social workers, occupational therapists, physiotherapists, dentists, dental hygienists, administrators, teachers, and technicians it was revealed that burnout led to increased physical and psychological impairment which include hopelessness, worry, sleep difficulties, failure to recall things, neck and back pain, and alcohol consumption.

Job satisfaction is described as one's interest in one's occupation (Masvaure, Ruggunan, Maharaj, 2014, pg.489). To this effect, a study carried out on teachers in Southern Africa with particular reference to Zimbabwe demonstrated a rise in cases of disgruntlement amongst these subjects towards their work. The study revealed that teachers are not happy and content with their jobs because of the harsh economic conditions faced by the country which result in scarcity of resources, uncondusive working environment, being overworked, delay in or non-payment of salaries. Workers who are not satisfied with their jobs usually migrate to developed countries in search of better job prospects (Gwaradzimba & Shumba 2010, pg. 211). Other compound challenges faced by other service providers in Zimbabwe especially public workers which contributed to job dissatisfaction included low payment, lack of job security due to constant retrenchment of workers, lack of occupational safety owing to considerable political instability and inadequate supportive system as highlighted by Chireshe & Shumba (2011, pg. 114).

2. LITERATURE REVIEW

2.1 Organization

Organization is a “group or institution arranged for well-organized work with a structure to enable people to work together towards a particular goal. Similarly, an organization is deliberately set up for people to accomplish some specific goal; it shares three common characteristics such as having a distinct purpose being composed of people and developing structures so members can do their work” (Buchanan & Huczynski, 2011, pg. 73). “An organization is an association, society, operation or establishment created for a religious, educational, professional, or social purpose; aimed at achieving a particular endeavor, such as banking by a financial institution or a political institution. They consist of consistent and organized pattern of behaviour or activities which are self-regulating in accordance with generally accepted norms” (Hodgson, 2006, pg. 3).

2.2 Organizational Burnout

2.2.1 Short History of Organizational Burnout

Freundenberger (1974) being a psychiatrist based in a health care institution, created the term burnout after noting that volunteers working with him showed signs of exhaustion and a lack of interest in their work. Furthermore, he pointed out that this process culminated into a phase of exhaustion that normally took a year to be noticed. Maslach, Schaufeli and Leiter (2001) stated that burnout was originally found among institutions such as social work, psychotherapy, legal services and police work of special mention is the United States of America in the 19th century. Burnout is also found among highly ambitious individuals who entered their careers enthusiastically with great expectations and high goals.

Maslach (1976) was the second founder of the term burnout, who was a social psychology researcher who investigated ways in which people manage emotional arousal on the job, by interviewing a group of workers who deal with people in order to assess their stress levels and coping mechanisms such as detached concern and dehumanization in self-defense had critical effects of their professionalism at their jobs. She disclosed her findings to her attorney who told her that poverty lawyers called it burnout.

2.2.2 Definition of Organizational Burnout

Job Burnout is described as extreme exhaustion and disorientation towards work (Maslach, 1982). Organizational Burnout is the diversion of an individual from the set aims and objectives of their work thus exhibiting lack of attention to detail towards result output or can be identified as psychological detachment from assigned tasks due to too much pressure and no motivation. It is common in work where people deal directly with human beings who demand customer satisfaction (Maslach & Leiter 2005, pg.498). Furthermore, burnout is described “as diminished productivity from lack of motivation or support achieved through one’s professional activities and as “a loss of energy for one’s work or profession. It is accompanied by a sense of being used up or of one’s energy levels being exhausted” (Boston, 2009).

Job burnout is commonly identified with symptoms such as bodily tiredness, indifference towards fellow colleagues and day-day existence as a result of huge time lapse within the same work place (Arslan & Acar, 2013, pg.285). Similarly, job burnout is described as the most severe type of job-related stress in which the employee experiences physical, mental and emotional fatigue, resulting from excessive exposure to challenging. Burnout is defined like a means of reducing employee’s physical and psychological energy and leading them to fatigue. For instance dealing and interacting with traumatic people on a daily basis (Dimitrios & Konstantinos, 2014, pg.44).

2.2.3 Dimensions of Organizational Burnout

Characteristics of organizational burnout include emotional exhaustion, depersonalization and reduced personal accomplishment (Maslach, 1982). The three dimensions of job burnout will be discussed in detail below:

2.2.3.1 Emotional Exhaustion

Exhaustion refers to the emotional pressure of the work environment, which often precludes the employee’s ability to interact and address the client’s requirements. (Maslach & Jackson, 1981). Furthermore, Dimitrios and Konstantinos (2014) define emotional exhaustion as an employee’s feeling of mental fatigue that makes him or her lack the energy to invest and dedicate to his or her

work. Emotional exhaustion is also defined as having low energy levels, tiredness and experiencing lethargy and not being able to go work (Gorgin, 2011, pg. 309).

2.2.3.2 Depersonalization

Depersonalization refers to the development of negative feelings about work (Sari, 2004). In addition, depersonalization indicates an unresponsive and unfriendly attitude towards work (Ahola, 2007, pg.16). Furthermore Hollet-Haudebert, Mulki and Fournier (2011) describes depersonalization as uncaring responses and a callous attitude toward coworkers and other individuals. Relations with others become detached and are characterized by considerable amount of distance and reservation towards patients or customers and also the lack of compassion and empathy.

2.2.3.3 Reduced Personal Accomplishment

Reduced personal accomplishment characterizes sense of insufficiency, inability and under-performance, as well as feelings of unproductiveness (Maslach et al., 2001, 403). Similarly, reduced personal accomplishment is felt when there are signs of under-performance and lack of results exhibits (Sari, 2004, pg. 293). In addition, reduced personal accomplishment is described as diminishing individual's perception of their ability to excel and perform worthwhile tasks (Ellahi & Mushtaq, 2012, pg.39).

2.2.4 Professional Groups that Burn out the most

2.2.4.1 Medical Doctors

Medical Doctors are more likely to be burned-out because they work long and irregular hours dealing with life and death situations, carrying out a high volume of procedures and dealing with multiple simultaneous deadlines, because they have too much expectations from them, they are expected to maintain high standards of excellence in their work, they must follow ethical rules which govern their work and they should have no tolerance to mistakes. The pressure they have from the society and their profession leave them emotionally drained (Nedrow, Steckler &

Hardman, 2013, pg. 26). In addition, they do not have adequate time to spend with their families therefore their working conditions leave them highly strained, exhausted and stressed (Ellahi & Mushtaq, 2012, pg. 37).

2.2.4.2 Nurses Educators

Nurse educators have great responsibilities such as teaching, counselling to students, working on committees and engage in clinical practice in their organizations therefore they are at high risk of getting burnout. Also nursing teaching staff are exposed to burnout because of the length of time spend with learners who require assistance in acquiring discretion, knowledge and technical skills. They have many duties and assignments in their work stations which results in them working in excess of 59 hours per week. Tight deadlines and huge workloads make them high risk burnout candidates (Kızılcı, Erdoğan & Sözen, 2012, pg.307).

In addition, case of burnout in new graduate nurses are on the rise because of lack of supervisor support, unmanageable workloads, negative workload conditions, turnout intentions. Nursing staff complain of adequate time perform numerous duties (Laschinger & Fida, 2014, pg.20). Furthermore, nurses on duty may go for long shifts because of lack of staff to rotate with this causes a great amount of burnout (Todaro-Francesch, pg.2013).

2.2.4.3 Psychiatrist and Psychologist

Psychiatrist and psychologist on a daily basis deal with difficult or unpleasant patients with different psychological disorders and they deal also with vulnerable populations such as abused victims this is emotionally stressing and draining leading to burnout (Jacobson, 2012, pg.66). Furthermore psychologist burnout more often because of the number of client contact hours per week. The total number of hours spent on professional activities was a significant contributor of emotional exhaustion among doctoral-level psychologists (Jordaan, Spangenberg, Watson & Fouché, 2007).

Additionally, it was found that psychiatrists scored higher in job-related emotional exhaustion compared to other dimensions of burnout. Psychiatrists have been found to experience frustration from violent patients, patient suicide, high work demands, and feelings of helplessness against mental illnesses and distress of getting mentally ill as well. Another reason why psychiatrists are vulnerable to burnout include working with problematic and hostile relatives of patients, poor interpersonal communication skills of psychiatrists and decrease of doctors choosing to specialize in psychiatry (Coker & Omoluabi, 2010, pg.2).

2.2.4.4 Sales Peoples

“Sales people have to deal with customers and other employees on a daily basis. They often are exposed to negative customer reactions, rejections, and even verbal aggression. Continuous exposure to these stressful conditions leads to burnout. Adding on, sales people not being reinforced or motivated by their managers for their work also contribute to high levels of burnout” (Sand & Miyazaki, 2000, pg.15).

Sales people experience high proportions of burnout because they have pressure to reach particular number of sales in a month or a year and they compete with other sales people to reach target sales in order to be promoted at work. When target sales are not met they compare themselves unfavorably with their peers leaving them emotionally drained and stressed (Hollet-Haudebert et al., 2011).

2.2.4.5 Social Workers

Social workers are among those heaviest-hit by burnout secondary to job demands. Many social workers manage 20 to 50 individual cases at any given time and are asked to make assessments that affect the wellbeing of children and families (Acker, 2004, pg.71). Furthermore, burnout is triggered by lack of job autonomy by social workers not being able to manage their schedules and tasks and lack of involvement in decision-making (Kim & Stoner, 2008, pg.10).

Social workers have demanding jobs which causes burnout. The demanding job involve working with children and adults with physical and learning disabilities and caring for orphans and homeless children ensuring that they find safety homes for them. This job demands triggers emotional tiredness and fatigue. Moreover, the job demands experienced by social workers include increasing paperwork, unmanageable caseloads, problems with difficult clients, as well as staff shortages and reduced availability of adequate supervision (Liu, Spector, & Jex, 2005, pg.40).

2.2.5 Variables that Effect Job Burnout

2.2.5.1 Socio- Demographic Variables

2.2.5.1.1 Age and Work Experience

Young employees are more likely to be burned out, because they have less working experience than 30-40 year old employees who have more working experience and they have adapted to extensive workload (Dimitrios & Konstantinos, 2014, pg.49). Similarly, Bayani and Bagheri (2013) in their study of burnout among teachers in Iran found that younger teachers are more liable to burnout because they have less teaching experiences and are not familiar with the coping skills used to minimize burnout. Older teachers have learned how to better pace themselves in their work in order to minimize burnout and are familiar with their role expectations. Similarly, workers in the young age group are more likely to get burnout than older counterparts because the older one gets, the more settled and established they become (Harry & Coetzee 2013, pg.4).

Correspondingly, Smit (2007) recognized that young workers are more vulnerable to burnout. Young educators, still fresh in their career are more committed and often have an urge to showcase their skill. Failure to relate and get through to their learners they get a feeling of being unappreciated in the way they carry out their work. They become more agitated and insufficient and prone to exhaustion.

In addition, Rothmann and Barkhuizen (2008, pg.450) found that younger workers of the ages of 29-40 are likely to experience higher levels of exhaustion and depersonalization than their older colleagues of the ages of 50 and above. Adding on, workers between the ages 60– 69 years'

experience lower levels of exhaustion compared to their coworkers between the ages 20-29 years, 30-39 years and 40- 49 years respectively. Furthermore older colleagues have less emotional exhaustion because they do more rewarding works since most have top positions at work compare to junior colleagues.

In contrast aging employees between the ages of 40-50 years are likely to burn out the most because of prolonged stress which occurred during their earlier phases of work. This prolonged stress might have resulted because of being dissatisfied in their job and not getting any recognition regardless of working at the same organization for a long time. Furthermore aging employees are prone to burnout because they might have been promoted at work during their later work years which means more responsibilities (Ahola, Honkonen,Virtanen, Aromaa, Lonnqvist, 2008, pg.364).

Also, Smit (2007) mentioned that educators who remain teaching after being demotivated, eventually lose steam after 10 years in the profession due to monotony. It therefore follows that the level of burnout worsens as the period they spend in the same unconducive environment increases. In addition, Louw, George and Esterhuyse (2011, pg.1) identified that employers with over 10 years' exposure to their work are prone to exhaustion than their senior colleagues. Gavish and Friedman (2010, pg.161) argues that emotional exhaustion experienced by workers reduce after their first year of working, possibly as their duties performed are repetitive, obvious or they strive to adjust to the new system, create a workload and priority.

Furthermore workers experience more depersonalization than other components of burnout during their first year of working. Their views and expectations towards their work station during their maiden year affects how they associate with other co-workers leading to alienation and distancing. In-contrast Yoleri and Bostanci (2012, pg.597) found that there is no differences in period of employment and sub-dimensions of burnout.

2.2.5.1.2 Gender

Tilakdharee, Ramidial and Parumasur (2010, pg.267) identified that males and females differed significantly in their levels of burnout, and that males obtained larger degrees of depersonalization, exhaustion and overall burnout. In-contrast, Bezuidenhout and Cilliers (2010, pg.6) stated that female teachers experienced greater degrees of depersonalization and overall burnout. Female teachers are more likely to be detached towards their students because of an increase number of class sizes and an increase number of students who need supervision.

In-contrast Harry and Coetzee (2013, pg.4) postulated that there is no difference in the effects of burnout on gender. However women tend to suffer more from tiredness as part of the burnout. Similarly, Rothmann and Barkhuizen (2008,pg.443) mentioned that woman and man have similar symptoms of burnout although women have slightly increased levels of tiredness and man experience higher levels of depersonalization a component of burnout which differs to what was stated by Bezuidenhout and Cilliers (2010, pg.6).

In-contrast, man experience more emotional exhaustion compared to female workers, as it is culturally expected of men to be the main breadwinner in the family therefore men tend to work extra harder than women. In addition man might have a high emotional exhaustion perhaps they have difficulties in handling emotional situations at work especially male psychologists (Jordaan et al., 2007, 193).

2.2.5.1.3 Marital Status

Previous studies presented different results regarding marital status in relation to burnout. Sears and Navin (1983) did not find any link between marital status and burnout. According to Jordaan et al. (2007, pg.180) identified that single workers are predisposed to burnout compared to those with spouses, due to absence of moral support from spouses. In addition, unmarried employees suffer from excessive burnout levels than estranged or divorced employees. Jackson and Rothman (2005, pg.102) concurs with the above statements by stating that unmarried workers are high risk candidates for burnout in comparison to their married workers. The belief being spousal moral support reduces strain.

2.2.5.1.4 Monthly Income

Montgomery, Mostert and Jackson (2005, pg.266) stated that workers who get low monthly income experience high depersonalization and overall burnout compared to those who get middle and high monthly income. Workers with a high monthly have an increase in sense of personal accomplishment. Moreover, Eker and Anbar (2008,pg.115) in their research found that workers especially teachers who work long hours for less pay are more likely to be excessively burnout because of the amount of their work they carry in a day.

2.2.5.1.5 Level of Education

Employees who are highly educated are prone to burnout because they hold many responsibilities and they have higher expectations for their jobs and they experience high stress levels if their expectations are not met (Shyman, 2010, pg.840). De Sousa (2013) agrees that individuals with higher qualifications are accountable for multiple of tasks at work therefore resulting in them to have burnout. Furthermore, highly qualified individuals have too much expectation at work such as leadership roles, higher salaries, health insurance packages etc., and they are worried if these expectations are not met.

Workers in the helping professions who have higher levels of education such as professional nurses experience higher levels of burn out because they are often faced with larger duties and tasks because they are more qualified, skilled and experienced to undertake certain duties (Thomas, Kohl & Choi, 2014, pg.73).

2.2.5.1.6 Type of Organization

Workers in health public sectors such as nurses experience high burnout levels compared to nurses in private sectors. Nurses in public sectors complain of high levels of burnout due to low and inadequate compensation, lack of appropriate incentives, excessive workloads, great responsibilities, staff deficiency, insufficient resources, diminished communication with superiors. Nurses in public sectors had increasingly burnout levels because their amount of effort

they applied was not consistent with sufficient rewards such as an increase in salary, status and prospects for career development (Pienaar & Bester, 2011, pg. 114).

Subramanian and Kruthika (2012, pg. 2) indicated that the private sector executives are prone to have greater level of emotional exhaustion compared to the ones in public sector. Private sector executives are prone to have face- face communication with the customers nonstop and also are involved in observing the follow up activities in order to settle the business transactions effectively, hence, they likely to experience high levels of emotional exhaustion.

Chovwen, Balogun and Olowokere (2014, pg.114-121) posits that employees in private organizations experienced more burnout levels and they had more plans to resign their work than those in public sector. Employees in the private sector experienced intense job demands which included meeting a challenging target, especially in the greatly competitive markets compared to employees in public organization. In addition employees from the private organization had high levels of burnout because they perceived their organization to have an unfair system in terms of provision of rewards, salary and promotion choices.

2.2.5.2 Other Variables that Effect Organizational Burnout

2.2.5.2.1 Working Condition

Long and irregular working hours performing high volume procedures contribute to emotional exhaustion among workers especially Doctors with little time to rest (Ellahi & Mushtaq, 2012, pg.38). Insufficient resources at the work place contribute to burnout such as having to share offices and laptops with colleagues and not having programmes such as employee assistance which will assist workers with work related problems. In addition, in adequate social support from supervisors or co-workers after experiencing a stressful day contribute to burnout among interns in the nursing department (Maslach et al., 2001, pg.407).

According to Aksu and Temeloglu (2015) organizational burnout occurs mainly in a busy working environment such as a hotel business in which regular customers are tourist. The workers are prone to get burn out because working hours are not certain, they can get customers any time of the day which need their services and also workers get burnout because they get low wages and no promotion or recognition for their hard labour.

2.2.5.2.2 Responsibilities

Beheshtifar and Omdivar (2013) stated that burnout among employees develop when they have too many responsibilities such as supervising too many people for instance a lecturer dealing with large class sizes and overcrowding and too many phone calls to clients. According to Angerer (2003) a person may experience burnout due to multi-tasking which involves handling too much work which was done by two or more people before corporate retrenching.

Additionally due to lack of accurate job description often all the tasks in hospital units are put on the nurses' shoulders which causes burnout among nurses include taking care of the patients by feeding and dressing them, making sure the patients have taken the right doses of medicine, supervising the doctors' work, determining the kind of medical supervision to cure the patients (Bemana, Shokrpour & Seif, 2013, pg.552).

2.2.5.2.3 Workload

Researchers stated that workers get burned out when they have excessive work-loads. Excessive workloads experienced by workers which contribute to burnout include long or unpredictable hours, too many responsibilities, work at a too-rapid pace, too many phone calls, dealing directly with difficult people without sufficient relief (Ellahi & Mushtaq, 2012, pg.38). Correspondingly, workers get burnout from having too much work which is too complex to handle and is needed in short space of time and feeling pressured and feeling physically and emotionally exhausted due to workload. (Brewer & Shapard, 2004, pg. 2).

2.2.5.2.4 Contact Overload

Professionals such as teachers, counsellors and lawyers frequently interact and encounter clients who are distressed and unpleasant. These professionals usually experience high caseloads therefore not enabling them to control their work resulting in job satisfaction and burnout (Bay, 2014, pg.343). Burnout increases when people spend more time on working in a close relation with other people especially working with a number of people in a day (Maslach et al., 2001, pg. 407).

2.2.5.2.5 Role Ambiguity

Burnout can develop among workers due to role ambiguity which reflects the degree of uncertainty employees feel about their job functions and responsibilities. Lack of clarity about job functions may result in workers spending effort in unproductive work which can lead to emotional exhaustion and drainage. In addition, spending time on unproductive work can lead workers to be frustrated, angry and develop negative attitude towards work (Beheshtifar & Omdivar, 2013, 110).

Burnout can occur among workers who have difficulty understanding their role at work. This occurs when workers lack information concerning the proper performance of their job. For instance someone gets promoted to be a manager but his role as a manager is unclear and not defined it results in frustration, anxiety, fatigue, absenteeism, low morale, noxious state leading to burnout (Cephe, 2010, pg.35).

2.2.5.2.6 Lack of Professional and Personal Support

Gavis and Friedman (2010, pg.162) identified that burnout can develop among new employees if they did not receive a warm welcome by the top management, since the top management is accountable for welcoming new workers to their institutes. In addition new workers experience burnout if the principal or other senior teachers did not assist them to have a smooth adjustment.

Likewise, Montgomery et al. (2005, pg.270) observed that workers experience burnout mainly high reduced personal accomplishment and emotional exhaustion if they do not have adequate

supervision and management, feedback regarding performance and sufficient knowledge regarding their roles and responsibilities from their supervisors or managers.

2.2.6 Ways to Prevent Organizational Burnout/Personal Coping Techniques

2.2.6.1 Social Support

To buffer burnout workers need social support such as consulting their supervisors and colleagues especially if they have role ambiguity being uncertain of what to do (Sand & Miyazaki, 2000, 16). In addition, some workers prevent burnout especially junior counselors by speaking to their professional advisers or mentors when they have overwhelming and vast caseloads (Johnson, Batia & Haun, 2008, pg.32).

Positive social support is a good way of fighting burnout, employees should limit the time spent with others who are sad and gloomy and seek out workmates and mentors who have a more positive perspective. In addition mentorship is another technique to combat burnout. A mentor who is a senior colleague will help a junior colleague with procedure-related adverse events, difficult or unsuccessful procedures. Additionally, junior colleagues will also be educated on regularity, signs, and symptoms of burnout (Keswani, Keefer & Surawicz, 2014, pg. 13).

2.2.6.2 Balance Personal and Professional goals

Workers to prevent burnout they need to clarify what is most important in their personal and professional life. They must be able control their work schedules and be able to identify factors that contribute most to burnout. In addition identify conflicts and finding ways to solve them helps prevent burnout (Surawicz, 2014, pg. 218).

2.2.6.3 Religious Activities

Brown(2012) state that some workers cope with job stress and burnout by going to church to pour out their troubled hearts by praying, praising, worshiping God and listening to spiritual testimonies that will make them well adjusted to the stress they face. Furthermore, when workers go to church

they tend to be happier and jolly and the negative outcomes associated with stress as such feeling hopeless, feeling insignificant or suicidal thoughts are reduced, because they feel safe and protected by God.

2.2.6.4 Relaxation Techniques

Workers cope with burnout by engaging in a different social activities during their free times. The most popular techniques for combating job- related stress which leads to burnout among workers include walking, hiking, listening to music, watching movies, engaging in internet social networks, sleeping, reading magazines, baking or cooking (Brooks, 2011). Khadhiravan and Kumar (2012) agree by stating that workers can relieve burnout by spending their lunch period at work doing something that is less straining like taking walk, talking to other colleagues, listening to music. Furthermore Brooks (2011) stated that when workers feel overwhelmed with their work they can do breath in and exercises.

2.2.6.5 Team Building Activities

Henry (2014) stated that interventions to buffer burnout amongst new employees who are not used to working with other people include activities such as overnight retreat with dinner and entertainment using room and table assignments to pair workers that usually do not mingle. In addition, team building which helps with buffering burnout must be facilitated with an expert to workers to help explain team dynamics, personal behavior styles, communication with others and creating safe environments that foster candid communication.

2.2.6.6 Reducing Workload

Burnout can be prevented by reducing amount of work to do in day and focusing on more important tasks. Increasing delegation and team work among workers help buffer burnout. Furthermore, offering advanced technology and training also helps reduce workload (Henry, 2014, pg. 213). Workers to reduce workload and help buffer burnout they should make a daily-to do list and stick to it. They should list things they must do on a specific day or the important things which must be attended to immediately (De Wet, 2009).

Similarly, Nevid, Rathus and Greene (2011) note that for workers to cope with stress related to burnout they need to have a to do list. A daily 'to do list' will keep workers on track in terms of meeting deadlines for their tasks. Another way of reducing stress related to burnout among workers is to do one thing at a time and throwing away unnecessary papers and filing their notes in order to avoid confusion.

2.2.6.7 Time Management

Schafer (2000) notes that workers should be able to maintain a balance with regard to time-allocation for different aspects of their lives. Workers should schedule their work by having time tables, time maps and calendars. Another way for workers to avoid burnout is to break challenging tasks into small pieces and allocate time to each and should avoid spending too much time on one task and if difficulties are encountered in a task the worker should move on and comeback to it when he or she is refreshed.

2.3 Job Satisfaction

2.3.1 Short History of Job Satisfaction

In the 1900s situationist perspective on job satisfaction states that job satisfaction is determined by certain characteristics of the job and characteristics of the job environment itself. This view is supported by Granny, Smith and Stone 1992 in their analysis of the various projects at the Western Electric Plants in Hawthorne. Here personnel/managers experimented on the effects of various conditions of work and morale and productivity thus the Hawthorne effect came about. The Hawthorne effect observed that productivity of the workers increases over time with variation in the work conditions (Brannigan and Zwerman 2001, pg. 56). Resheske (2001) also observed that when people realize that their behavior is being watched, they change how they act.

2.3.2 Definition of Job Satisfaction

The term job satisfactions refers to the attitude and perceptions individuals have about their jobs. Constructive and favorable attitude sensitivity towards the task show job gratification. Destructive

and undesirable sensitivity towards the task indicate disgruntlement (Armstrong, 2006). Correspondingly, job satisfaction is described as a complex of emotional reactions to the job in relation to the environmental and personal. In addition, circumstantial factors like work related state such as remuneration, growth prospects and working environment and job descriptions, while individual factors include character traits, nature, self-worth, incentives and feelings (Heller, Judge, & Watson, 2002, pg. 530).

According to Kaliski (2007) job gratification means the worker enjoys what they do, perform well and get adequate remuneration for their work. Furthermore, work gratification means being pleased and happy with what one does. The key result for area for job satisfaction is being recognized for work done, remuneration, advancement and the feeling of being satisfied with accomplishing set goals.

Additionally, work gratification is related to how adequately individuals feel their wants and needs are being met at work. Also, job satisfaction is termed the result after recognition of one's tasks on attaining and allowing this attainment help fulfil the basic needs. Moreover, job gratification is explained as a desirable or conducive state of mind derived from recognition of one's work and work endeavors (De Sousa, 2013).

2.3.3 Dimensions of Job Satisfaction

2.3.3.1 Intrinsic Job Factors

Intrinsic satisfaction refers to job responsibilities and nature of the job such as diversity, autonomy, skill utilization, self- accomplishment, job security and individual-growth (Pietersen, 2005, pg. 19). Intrinsic rewards are individual's internal factors that do not provide material reward, nonetheless provide psychological benefits. These psychological benefits include autonomy, acknowledgement, individuality, accomplishment, respect, accountability, approval, control and affiliations (Okediji, Etuk & Nnedum, 2011, pg. 30). Moreover, intrinsic rewards are internal factors that drive individuals to pursue their goals, an intrinsic reward include self-fulfillment which results from a worker doing well at work (Okpara, 2006, pg.11).

2.3.3.2 Extrinsic Job Factors

Extrinsic motivation refers to factors such as pay, bonuses, incentives, compensation, supervision, career advancement, encouragement and work conditions (Pietersen, 2005, pg. 19). Similarly, extrinsic rewards include salary, stipends, fringe benefits, working conditions and promotion. These are factors that are external to the employee on the other hand contribute to his emotional and physical well-being (Okediji, et al., 2011, pg. 30).

2.3.4 Variables that Effect Job Satisfaction

2.3.4.1 Socio-Demographic Variables that Effect Job Satisfaction

2.3.4.1.1 Gender

According to Hong, Hamid and Salleh (2013, pg. 30) women are not as much satisfied with their jobs than men mainly because they are less recognized and promoted for their performances. Women are also less satisfied with their jobs compared to men because they receive less earnings, they do not like their working environment and their job security is not guaranteed. Therefore men are usually more satisfied with their jobs especially the extrinsic features of job satisfaction since they are prone to be promoted, to have career advancement and their job security is guaranteed.

Pisani (2013, pg.14) asserts while considering job satisfaction, women are more likely to be intrinsically motivated, the most prompting factor being creativity in women and men are prone to be extrinsically motivated the influencing factor being compensation in men. Also women are more intrinsically concerned with having a higher public service motivation and more focused on giving back to the citizens and community. For women, these types of career may lead to a sense of job accomplishment.

Adeoye, Akoma and Binuyo (2014, pg.2) showed that females show higher levels of job satisfaction than their male counterparts even when they are employed in lowly remunerated jobs

and have fewer prospects for rising up the ladder. He postulates the phenomenon to the fact that this women expects less out of their jobs as a tradition they have always maintained.

In addition woman and males experiences job satisfaction in different ways. Female employees place more worth on the social features of a job than do males and male employees place more importance on the chance for self-expression in their jobs than do. Also, females value the opportunities to work with nice employees more than males, whereas males consider the opportunity to influence vital decisions and guide the work of others as more important. In-contrast man and female experience job satisfaction in similar ways they are no significant differences (Oshagbemi, 2000, pg.333).

2.3.4.1.2 Age

According to Ngirande (2013, pg. 59) regarding their study of South African teachers in rural based sectors, overall job satisfaction is related to age, older employees appear to experience greater satisfaction with their work than younger employees. In addition, job satisfaction increases with age, as older employees are more satisfied with the extrinsic parts of their job and mostly they hold prestigious positions and get high earnings.

Clark, Oswald and War (1996, pg.76) y explaining the U-shaped relationship between job satisfaction and age, he advocated that younger workers may feel content and pleased than older workers because the youth employment rate is low and they feel satisfied to have a job in comparison with their unemployed peers. Also, younger employees have slight experience about the employment market in order to make a good judgement whether their job is good or not in comparison to other employees therefore they feel more satisfied than older workers. Furthermore, older workers may have less ambitions as they realize that they face limited alternative choices as they get older.

Bas and Ardic (2002, pg. 92) stated that younger and older employees differ in their aspect of job satisfaction. Younger workers place more value on intrinsic rewards such as challenging and

interesting jobs like being able to keep busy all the time and a chance to work alone on the job. Older workers are keener on extrinsic rewards such as income and fringe benefits. Therefore younger workers get more dissatisfied than older workers because they have more expectations than the job can provide.

Research by Belias, Koustelios, Sdrolas and Koutiva (2013, pg.24) in their study of Greek bank employees, younger employees may be less satisfied with their jobs because they lack experience, they are likely to make mistakes in their duties and they get anxious in their attempt to carry out the role assigned to them. Research by Eyupoglu and Saner (2009) reveals that young employees and older employees experience job satisfaction in similar ways this may be as a result of equal opportunities in the workplace.

Hunter, (2007) argues that older workers display more job satisfactory with regard to intrinsic rewards such as the quality of work especially if they are approaching retirement age of 50 years and above compared to younger colleagues who place more value in extrinsic rewards such as compensation, promotion, high income and career advancement. Older workers approaching retirement are not concerned with promotion because of the stress and too much responsibilities which comes from being promoted.

2.3.4.1.3 Type of Organization

According Khan, Nawaz and Ali Jan (2012, pg. 41) in their study among Greek educators in Greece, type of organization determines employee satisfaction. Public sector Greek educators were found more satisfaction from extrinsic rewards such as their reparation and management compared to their coworkers from the private sector. In addition private and public organizations' in relation to job satisfaction have significant differences since the settings of private and government owned universities are different in so many aspects.

Teachers who work in independent and privately-managed school settings experience higher job satisfaction than those who work in public sector foundation schools (Belias et al., 2013, pg. 18).

Khan and Parveen (2014, pg. 818) in their study of bank employees in India, agree that satisfaction regarding extrinsic rewards which include salary, promotion, compensation & benefits was higher among the private sector bank workers than the public sector bank workers. In addition, private sector bank workers were dissatisfied with job security which is an intrinsic reward as compared to public sector bank employees.

In-contrast, public sector bank employees in Bangladesh had more job satisfaction in terms of extrinsic rewards such as compensation in the sense that they would have lower income differences between the employees, long-term contract will be rewarded and there is high base income, however in the private sector banks, there are larger pay differentials, fewer rewards for a long-term contract and low income for good performance (Islam & Islam, 2014, pg.1 06).

2.3.4.1.4 Marital Status

Married and widowed employees experience higher job satisfaction levels than single and divorced employees. The reason why married people have increased employee satisfaction is because marriage imposes more responsibilities that may make a steady job more appreciated and important. A steady job results in increased job satisfaction which is an intrinsic reward (Al-Amri, 1994, pg. 37)

Furthermore, married people have more job satisfaction than single workers because they derive emotional support from their spouse which reduces daily job tension, burnout and stress. Additionally, it was observed that singlehood has a negative effect on the wellbeing of singles therefore this could culminate into job dissatisfaction as the (Omolayo and Mokuolu, 2004, pg.170).

Studies by Bader, Hashim and Zaharim (2013, pg. 35) postulate married employees have less job satisfaction than divorced or widowed employees, because they are more settled emotionally. They expect more provisions from their work than divorced or widowed coworkers are considered to

less settle in terms of family. In addition there was no differences among married and single employees for their level of job satisfaction. However married people are more concerned in their salary an extrinsic job characteristic than in nature of work because they have children who are depended on them and family obligations (Gregoriou, 2008, pg. 32).

2.3.4.1.5 Monthly Income

A study of Nigerian Bank Employees reveals that an employee gets job satisfaction if he or she gets fair or adequate monthly income for the amount of job he or she does. If employees get low salaries even for working over time they usually get dissatisfied over their jobs.. Furthermore, job satisfaction is boosted if companies increase salaries to top performers. In addition salaries displays a strong relationship with the level of job satisfaction, therefore employees need to be given sufficient salaries so that they remain satisfied with their jobs (Ogunlele, Odebiyi & Olaoye 2013, pg. 87).

According to Maniram (2007, pg. 23) salaries pay a vital role in determining employee's job satisfaction. If salaries are not consistent with the economy this can lead to dissatisfaction and discontent. Employees may be distressed by the fact, that their experience and qualifications is not consistent to the salaries that they receive. In addition employees with the highest income gets the utmost job satisfaction level compared to other incomes (Amarasena, Ajward, Ahasanul Haque, 2015, pg. 98).

Job satisfaction level is less for employees, who earn low income, however high income earners have high level of job satisfaction. Pay is a vital factor for job satisfaction, but some findings show no relationship between income and job satisfaction. A study of teachers in Egypt who had an income increment did not increase or decrease their job satisfaction. Therefore an increase of salary among the teachers had no effect on their job satisfaction (Malik, Danish & Munir, 2012, pg.7)

According to Usman, Akbar and Ramzan (2013, pg. 7) extrinsic rewards determine job satisfaction to a greater extend such as high income wages and salaries, they boost the employees performance

and organizational growth. Fair salaries are vital because each employee needs to cater for his or her family needs. For employees who place importance on money if they receive high salaries, their overall job satisfaction will be higher.

2.3.4.1.6 Level of Education

According to Yapaa, Rathnayakeb, Senanayakec and Premakumarad (2014, pg.305) job satisfaction increased among workers with lower level education in a study in Sri Lanka among non- academic members. Furthermore, employees of secondary level education revealed greater job satisfaction levels than employees holding a graduate degree, because highly educated employees have greater expectations thus feel more dissatisfied with job prospects. In-contrast a study in Malaysia of university faculty members states that employees with a Bachelor's degree had less job satisfaction compared to those who had a master's degree. (Amarasena et al., 2015, pg. 97).

Ashraf, Ahmad, Shaikh, Bhatti and Soomro (2013, pg. 366) alluded that under-educated employees can be more satisfied in terms of their jobs and careers than the academically qualified employees like university graduate employees. A theoretical study established that university graduates were in a state of great satisfaction when their jobs were in alignment or corresponded with their university major, unlike if they were working in a field in which they were not trained for or did not specialize in during their years in college or university.

Employees holding a graduate degree place more importance on the intrinsic job characteristics than employees with -out a degree. Employees with- out a degree have less concerns on intrinsic job characteristics because they have low chances of personal growth and to take great responsibility compared to employees with a graduate level. However, employees with a post graduate level have value more the intrinsic job characteristics than graduate level employees. Graduate employees especially nurses are undervalued and unappreciated compared to nurses with a post graduate level in China. There was no relationship between educational level and extrinsic

job characteristics because extrinsic job conditions are people's basic needs everyone needs them, they are important to everyone (Haijuan, YongPin & Bibo, 2006, pg79-80).

2.3.4.1.7 Years of Service at Work

In the recent study of Bader et al. (2013, pg. 35) staff with 1 to 10 years of experience revealed lesser levels of job satisfaction than staff with 21 to 40 years of experience, while workers with 11 to 20 years of experience displayed lower levels of job satisfaction than employees with 21 to 30 years of experience. Similarly, Cherniss (1980) on his survey on youthful skilled workers that have worked between a year to ten years showed that the majority conveyed highest annoyance, indifference, doubt, weariness and work dismay.

Job satisfaction escalates as number of years on the job increases. For instance, employees who have 10 years on job experience derived more gratification than those with less job experience. As it may be assumed proficiency on work limits pressure or burnout, and thus improves the gratification gained from the task (Olatunji & Mokuolu, 2014 pg.131).

Songstad, Rekdal, Massay and Blystad (2011, pg.7) in their study of nurses in Tanzania, employees with long working experience less satisfaction especially on the extrinsic job characteristic if they do not get promoted to a top position or get recognized for their long service at the same job. Employees with over 30 years work experience get dissatisfied if colleagues with short work experience get promoted even if they had a longer formal training. The salary scale they use does not contain more categories to distinguish between length and type of training, therefore the salaries for those with long working services are less, or the same with employees with short working experience resulting in dissatisfaction among experienced workers.

2.3.4.2 Other Variables that Effect Job Satisfaction

2.3.4.2.1 Working Conditions

Robbins (2001, pg. 453-455) promotes that a comfortable physical working environment boost up employees job satisfaction. Also, Arnold and Feldman (1996, pg. 90-91) advocate poor working conditions will aggravate negative performance such as poor lighting, ventilation and hygiene, noise, crowded offices, long working hours since their jobs are emotionally and physically challenging. Furthermore, Singh and Surujlal (2006, pg. 131) suggests that work conditions that provides practical amount of work and minimize role conflict increases job satisfaction.

In addition, Visser, Mackenzie and Marais, (2012, pg.117) indicates that the causes for low job satisfaction among other employees is because of working in an unfavorable working environment or location such as working in a secluded small town with limited resources. This limited resources include excessive under-staffing, poor technology services professional remoteness, restricted budgets. Mafini, Surujlal and Dhurup (2011, pg.152) state that working conditions which are satisfactory provides job satisfaction among employees. Working conditions which are conducive include clean, quiet and friendly environment with less crime rate will enable employees to feel safe and comfortable and therefore be able to accomplish their tasks.

2.3.4.2.2 Financial Rewards and Promotion

Higher job satisfaction among workers is increased if they get bonuses, incentives and extra paid for working overtime. Furthermore, failure of recognition for good performances at work results in job dissatisfaction (Qasim, Cheema, Syed, 2012, pg. 34). In addition there is a high correlation between job satisfaction and opportunities to be promoted. Employees will experience high job satisfaction if they are promoted for their hard work which implies a new position and more responsibilities, more benefits and a better remuneration package (Rast & Tourani, 2012, pg. 93).

Job satisfaction among workers is reduced if there is an imbalanced or inadequate promotion policy in the organization and if prospects for promotions are slightly limited. Job satisfaction is also lessened if promotion polices are based on nepotism, preferentialism, and tribalism. For instance in a study in Nigeria employees were promoted on a basis if the senior manager was from the same state or shared the same ethnicity as the subordinate this resulted in job satisfaction among other employees. Furthermore, promotions should be granted on the basis of on merit and

performance. Promotions centered on these principles would be perceived by employees as just and unbiased and would improve job satisfaction. (Okpara, 2006, pg. 20-22).

2.3.4.2.3 Supervision

A Research done by Azim, Haque and Chowdhury (2013, pg.490) among employees in Bangladesh reveals that supervision positively correlates with Job satisfaction. Job satisfaction is improved when the supervisor is considerate, understanding, and sociable, listen to employees ideas, displays personal interest in them and offers praise and recognition for good performance. Also good supervision is commonly shown in ways such as checking to see how well the subordinate is doing, providing guidance and assistance to the individual, and communicating with the employees at personal as well as official level .

Moreover, good supervision positively correlates with job satisfaction among employees. Supervisory support increases teamwork settings, improving subordinate's job satisfaction career satisfaction, and lower income rates. Supervisors are vital in a subordinate's daily job experience as they hold the capability to effect the structure of the work setting, provide important information and constructive criticism to employees. In addition, job satisfaction among employees is enhanced if there is a good rapport between the supervisor and the subordinates such as the supervisor allowing the subordinate to take more part in decision making (Okediji, et al., 2011, pg. 31-32).

2.3.4.2.4 Nature of Work

Nature of work of employees determines job satisfaction. If the employees perceive that their job requires adequate variety, challenge, scope for using an individual's own skills and abilities and the job is also considered to be interesting, job satisfaction among workers increases. In addition if the employees have sufficient discretion to be able to make decisions and judgements about other aspects of their jobs on their own, without being told what to do always by their superiors also boosts job satisfaction (Robbins, 2002).

Furthermore if the nature of work provides the individual with thought-provoking tasks, prospects for learning and personal growth, and the opportunity to be responsible and accountable for results. (Griffen & Moorhead, 2009). According, to Singh and Surujlal (2006, pg. 131) employees especially football coaches in South Africa have more job satisfaction if they have the ability to share the same goals with their team workers. The greatest satisfaction they achieved was from the pride, pleasure and a sense of accomplishment they got from coaching. The intrinsic variables were greatly valued by the coaches which means job content related factors like accomplishment and responsibility contribute to job satisfaction

3. METHODOLOGY

This chapter will describe the aim, hypothesis, design, sample, procedures, measures, and data analysis that were used in this study. With this information a clearer understanding can be made for those interested in the study.

3.1 Aim of the Study

- The aim of the study was to examine the organizational burnout and job satisfaction scores of public and private sector workers in terms of their socio-demographic characteristics in Zimbabwe.
- The study sought to assess the current levels of the organizational burnout and job satisfaction of public and private sector workers.

3.2 Hypothesis of the Study

3.2.1 There is a significant difference between sub-dimensions of burnout and job satisfaction experienced by employees varying on age.

3.2.2 There is a significant difference between sub-dimensions of burnout and job satisfaction experienced by employees according to their gender

3.2.3 There is a significant difference between sub-dimensions of burnout and job satisfaction experienced by employees varying on type of organization

3.2.4 There is a significant difference between sub-dimensions of burnout and job satisfaction experienced by employees varying on marital status

3.2.5 There is significant difference between sub-dimensions of burnout and job satisfaction experienced by employees varying in monthly income.

3.2.6 There is significant difference between sub-dimensions of burnout and job satisfaction experienced by employees varying on level of education.

3.2.7 There is significant difference between sub-dimensions of burnout and job satisfaction experienced by employees varying on years of service at work.

3.3 Research Design

The aim of the study was to examine of the organizational burnout and job satisfaction scores of public and private sector workers in terms of their socio-demographic characteristics in Zimbabwe. This study was conducted by using descriptive research design which is defined as a scientific method that the behavior of a subject is described without influencing it in any way (Frankfort-Nachmias and Nachmias 2000). A quantitative study was used for this study. For the purposes of this research, the study adapted a cross sectional research design which described the characteristics of the sample under study (Creswell, 2003).

3.4 Sampling

Convenient sampling was used to select the sample. 100 voluntary participants took part of the study, 54 participants were from private sector, and 46 participants were from public sector. The sample was comprised of individuals between the ages of 25 and 51 and above. 42 females and 58 male participants were part of the study. The participants included nationals of Zimbabwe and the questionnaire was administered online.

3.5 Data Collection and Procedure

An internet based survey was conducted using software known as survey monkey. Data were collected from a random 46 public and 54 private sector workers samples, between February 25 and April 7, 2016 in Zimbabwe.

In this study, for the purpose of collecting socio-demographic data “Individual Information Form” for the purpose of assessing organizational burnout and job satisfaction “Maslach Burnout Inventory (MBI) and Minnesota Satisfaction Questionnaire (MSQ)” were administered.

3.5.1 Survey monkey

Survey monkey is an online survey development cloud based company. This research used survey monkey`s free customizable survey service onto which a researcher uploaded a survey questionnaire and distributed online to the target population and the data sent back by email to the researcher.

3.6 Research Instruments

3.6.1 Individual Formation Form

An Individual Formation Form was used developed by the researcher to obtain socio-demographic characteristics of the workers. Items in the questionnaire will require information on age, gender, marital status, educational level, type of organization, years of service and income level.

3.6.2 Maslach Burnout Inventory (MBI)

The study used Maslach Burnout Inventory (MBI) (Maslach & Jackson, 1986). The MBI is a 22-item self-report scale designed to measure the frequency of burnout among workers. The participant rates their feelings related to work stress on a 7-point Likert scale ranging from (0) never experiencing them and (6) experiencing the feeling every day. The instrument is composed of three sub-scales measuring the three areas that best define the experience of burnout.

The first sub-factor is emotional exhaustion which measures feelings of being emotionally overextended and exhausted by one's work and consists of 9 items, the second sub-factor is depersonalization which consists of 5 items which measures an unfeeling and impersonal response towards recipients of one's service and the third sub-factor is lack of personal accomplishment which consist of 8 items and measures feelings of competence and successful achievement in one's work with people. All of the items in the emotional exhaustion and depersonalization subscales are scored directly and those of personal accomplishment are scored in a reverse order.

According to Maslach and Jackson (1986) studies using the MBI have obtained high scores for internal consistency reliability, test-retest reliability, and convergent validity, and that the scale is free of social desirability bias. The internal consistencies that is the sub-scales' Cronbach alphas for the MBI varied from 0.87 to 0.89 for emotional exhaustion, 0.73 to 0.84 for cynicism/depersonalization and 0.76 for professional efficacy/reduced personal achievement.

For the present study a reliability coefficient of 0.84 was found for emotional exhaustion, 0.76 for depersonalization and 0.87 for reduced personal accomplishment.

3.6.3 Minnesota Satisfaction Questionnaire (MSQ)

The study used the Minnesota Satisfaction Questionnaire (MSQ) (Weiss, Dawis, England, & Lofquist, 1967). The MSQ is a 20-item scale designed to measure an employee's satisfaction with his or her job. The participant rates their feelings related to work satisfaction on a 5-point Likert response format: 1) Very dissatisfied (2) Dissatisfied (3) Neutral (4) Satisfied (5) Very Satisfied. The instrument is composed of three sub-scales measuring the three areas that best define the experience of job satisfaction. The three subscales measured include intrinsic, extrinsic, and general job satisfaction.

Past research which had an analysis in the MSQ internal consistency for the 20 –item scales using the Cronbach alpha has indicated that the scale has a higher reliability and concurrent validity with scores ranging from 0.738 to 0.937. A reliability coefficient of 0.973 was found for the overall job satisfaction scores (Anderson, Hohenstiel, & Brown, 1984, 228).

For the present study the reliability coefficient for MSQ subscales for intrinsic satisfaction was 0.933, for extrinsic satisfaction was 0.874 and 0.964 for general satisfaction.

3.7 Statistical Analysis

The analysis of data received from participants will be analyzed using the Statistical Packages for the Social Science (SPSS) version 20. According to Viljoen (2012) different methods of analysis will be used using the SPSS. As with the preliminary analysis, in order to test whether the distribution of the collected data is parametric or not, a normality test was conducted. Descriptive statistics such as means and frequencies of responses was used to illustrate trends in the sample. Kruskal Wallis H test was used to compare the subscales of MBI and MSQ according

to gender and type of organization of participants while Mann Whitney U test was used to compare the subscales of MBI and MSQ according to marital status, monthly income and level of education of participants.

4. RESULTS

The present study consist of 100 participants.

Socio-Demographic Characteristics

Table 1.
Frequency distribution of participants according to sociodemographic characteristics

		n(%)
Gender	Male	58(58)
	Female	42(42)
Age	20-25	15(15)
	26-30	16(16)
	31-35	12(12)
	36-40	8(8)
	41-45	7(7)
	46-50	22(22)
	51+	20(20)
Type of Organization	Private	54(54)
	Public	46(46)
Marital Status	Single	37(37)
	Married	54(54)
	Divorced	6(6)
	Widowed	3(3)
Monthly Income	Low	69(69)
	Moderate	26(26)
	High	5(5)
Level of Education	Secondary	10(10)
	University	40(40)
	Post Grad	50(50)
Years of Service at Work	1-5	41(41)
	6-10	19(19)
	11-15	15(15)
	16-20	17(17)
	21+	8(8)

The results from Table 1, indicate that 58 (58%) of participants were male and 42 (42%) of participants were female workers. The age groups of the participants indicate that 15 (15%) of them were 20-25 year olds, 16 (16%) of them were 26-30 year olds, 12 (12%) of them were 31-35 year olds, 8 (8%) of them were 36-40 year olds, 7 (7%) were 41-45 year olds, 22 (22%) were 46-50 year olds and 20 (20) of participants were 51 and above year olds. 54 (54%) of participants were from a private sector and 46 (46%) were from a public sector. The marital status of the participants 37 (37%) of them were single, 54 (54%) married, 6 (6%) divorced and 3 (3%) widowed. 69 (69%) of participants had a low monthly income, 26 (26%) of them had a medium income and 5 (5%) of them had a high monthly income. 10% (n=10) of participants educated from secondary level, 40% (n=40) of them educated from tertiary level and 50% (n=50) of participants educated from postgrad level. Years of service at current work for participants are as follows 41 (41%) 1-5 years, 19 (19%) 6-10 years, 15 (15%) 11-15 years, 17 (17%) 16-20 years and 8 (8%) 21 years and above.

Table 2.

The Kruskal Wallis H-test results related to the comparison of mean scores of MBI subscales according to the age of participants.

Subscales of MBI	Age	N	Mean Rank	x	df	p
Emotional Exhaustion	20-25	15	56.43	8.861	6	0.182
	26-30	16	49.22			
	31-35	12	49.46			
	36-40	8	60.06			
	41-45	7	70.93			
	46-50	22	38.41			
	51+	20	50.03			
Depersonalization	20-25	15	63.93	14.765	6	0.022*
	26-30	16	51.50			
	31-35	12	52.33			
	36-40	8	38.69			
	41-45	7	66.21			
	46-50	22	33.82			
	51+	20	56.10			
Reduced Personal Accomplishment	20-25	15	62.27	16.638	6	0.011*
	26-30	16	59.06			
	31-35	12	61.75			
	36-40	8	44.94			
	41-45	7	52.00			
	46-50	22	30.43			
	51+	20	51.85			

*p<0.05

An examination of the Table 2, related to the comparison of MBI subscales scores according to the age of the participants, by using Kruskal Wallis-H test, there are no statistically significant differences among the mean ranks of the age of the participants between emotional exhaustion

($\chi^2=8.861$; $p>0.05$). There are statistically significant differences among the mean ranks of the age of the participants between depersonalization ($\chi^2=14.765$; $p<0.05$) and reduced personal accomplishment ($\chi^2=16.638$; $p<0.05$).

When further analysis by Mann Whitney U test is carried out, it was revealed that participants between the ages of 20-25 have higher scores of depersonalization ($u=72.00$, $p<0.05$) than participants who are 46-50 years. Participants between the ages of 26-30 have higher scores of depersonalization ($u=72.00$, $p<0.05$) and reduced personal accomplishment ($u=66.00$, $p<0.05$), than participants who are 46-50 years. Participants between the ages of 31-35 have higher scores of reduced personal accomplishment ($u=56.50$, $p<0.05$) than participants between the ages of 46-50. Furthermore, an analysis by Mann Whitney U, test participants between the ages of 51 and above have higher scores of depersonalization ($u=115.00$, $p<0.05$) and reduced personal accomplishment ($u=118.00$, $p<0.05$) than participants who are between the ages of 46-50.

Table 3.

The Kruskal Wallis H-test results related to the comparison of mean scores of MSQ subscales according to the age of participants.

Subscales of MSQ	Age	N	Mean Rank	χ^2	Df	p
Intrinsic	20-25	15	60.00	24.365	6	0.000*
	26-30	16	64.03			
	31-35	12	70.25			
	36-40	8	39.50			
	41-45	7	63.64			
	46-50	22	40.07			
	51+	20	31.98			
Extrinsic	20-25	15	61.20	22.395	6	0.001*
	26-30	16	61.84			
	31-35	12	69.33			
	36-40	8	44.81			
	41-45	7	59.29			
	46-50	22	42.70			
	51+	20	29.88			
General Satisfaction	20-25	15	60.60	23.278	6	0.001*
	26-30	16	63.59			
	31-35	12	69.00			
	36-40	8	42.81			
	41-45	7	62.86			
	46-50	22	40.16			
	51+	20	31.48			

* $p < 0.05$

An examination of the Table 3, related to the comparison of MSQ subscales scores according to the age of the participants, by using Kruskal Wallis-H test, there are statistically significant differences among the mean ranks of the ages of the participants between intrinsic ($\chi^2=24.365$; $p < 0.05$), extrinsic ($\chi^2=22.395$; $p < 0.05$) and general satisfaction ($\chi^2=23.278$; $p < 0.05$).

A multiple comparison performed by Mann Whitney U test indicated that the participants who are between the ages of 20-25 have higher scores of intrinsic ($u = 27.00$, $p < 0.05$) than the participants between the ages of 36-40. Participants between the ages of 20-25 have higher scores of intrinsic

($u=90.00$, $p<0.05$), extrinsic ($u=97.50$, $p<0.05$) and overall general satisfaction ($u=89.50$, $p<0.05$) than participants who are 46-50 years. Participants between the ages of 20-25 have higher scores of intrinsic ($u=65.00$, $p<0.05$), extrinsic ($u=54.50$, $p<0.05$) and general satisfaction ($u=64.00$, $p<0.05$) than participants who are 51 years and above. Participants between the ages of 26-30 have higher scores of intrinsic ($u=90.00$, $p<0.05$), extrinsic ($u=97.50$, $p<0.05$) and general satisfaction ($u=89.50$, $p<0.05$) than participants who are 46-50 years. Participants between the ages of 26-30 have higher scores of intrinsic ($u=62.50$, $p<0.05$), extrinsic ($u=62.50$, $p<0.05$) and general satisfaction ($u=64.00$, $p<0.05$) than participants who are 51 years and above.

Further analysis by Mann Whitney U test, indicate that participants between the ages of 31-35 have higher scores of intrinsic ($u=14.50$, $p<0.05$), extrinsic ($u=22.00$, $p<0.05$) and general satisfaction ($u=20.50$, $p<0.05$) than participants who are between the ages of 36-40. Participants between the ages of 31-35 have higher scores of intrinsic ($u=52.00$, $p<0.05$), extrinsic ($u=57.50$, $p<0.05$) and general satisfaction ($u=56.00$, $p<0.05$) than participants between the ages of 46-50. Participants between the ages of 31-35 have higher scores of intrinsic ($u=40.50$, $p<0.05$), extrinsic ($u=34.00$, $p<0.05$) and general satisfaction ($u=40.00$, $p<0.05$) than participants who are between the ages of 51 and above. Participants between the ages 41-45 have higher scores of intrinsic ($u=30.50$, $p<0.05$), extrinsic ($u=34.00$, $p<0.05$) and general satisfaction ($u=31.00$, $p<0.05$) than participants who are between the ages of 51 and above.

Table 4.

The Mann Whitney U-test results related to the comparison of the mean scores of MBI subscales according to the gender of participants.

Subscales of MBI	Gender	N	Mean Rank	Sum of Ranks	U	p
Emotional Exhaustion	Male	58	48.67	2823.00	1112.00	0.459
	Female	42	53.02	2227.00		
Depersonalization	Male	58	46.24	2682.00	971.00	0.084
	Female	42	56.38	2368.00		
Reduced Personal Accomplishment	Male	58	49.07	2846.00	1135.00	0.561
	Female	42	52.48	2204.00		
	Female	42	49.89	2095.50		

p>0.05

The Table 4, related to the comparison of MBI subscales scores according to the gender of the participants, by using Mann Whitney-U test, there are no statistically significant differences among the mean ranks of the female and male participants between emotional exhaustion (u=1112.00, p>0.05), depersonalization (u=971.00, p>0.05) and reduced personal accomplishment (u=1135.00, p>0.05).

Table 5.

The Mann Whitney U-test results related to the comparison of mean scores of MSQ subscales according to the gender of participants.

Subscales of MSQ	Gender	N	Mean Rank	Sum of Ranks	U	p
Intrinsic	Male	58	50.94	2954.50	1192.00	0.858
	Female	42	49.89	2095.50		
Extrinsic	Male	58	54.11	3138.50	1008.50	0.142
	Female	42	45.51	1911.50		
General Satisfaction	Male	58	52.36	3037.00	1110.00	0.450
	Female	42	47.93	2013.00		

p>0.05

The Table 5, related to the comparison of MSQ subscales scores according to the gender of the participants, by using Mann Whitney-U test, there are no statistically significant differences among the mean ranks of the female and male participants between intrinsic (u=1192.50, p>0.05), extrinsic (u=1008.50, p>0.05) and general satisfaction (u=1110, p>0.05).

Table 6.

The Mann Whitney U-test results related to the comparison of mean scores of MBI subscales according to the type of organization of participants.

Subscales of MBI	Type of Organization	N	Mean Rank	Sum of Ranks	U	p
Emotional Exhaustion	Private	54	45.56	2460.00	975.00	0.065
	Public	46	56.30	2590.00		
Depersonalization	Private	54	50.75	2740.50	1228.50	0.925
	Public	46	50.21	2309.50		
Reduced Personal Accomplishment	Private	54	51.85	2800.00	1169.00	0.613
	Public	46	48.91	2250.00		

$p > 0.05$

The Table 6, related to the comparison of MBI subscales scores according to the type of organization of the participants, by using Mann Whitney-U test, there are no statistically significant differences among the mean ranks of the type of organization between emotional exhaustion ($u=975.00$, $p>0.05$), depersonalization ($u=1228.00$, $p>0.05$) and reduced personal accomplishment ($u=1169.00$, $p>0.05$).

Table 7.

The Mann Whitney U-test results related to the comparison of mean scores of MSQ subscales according to the type of organization of participants.

Subscales of MSQ	Type of Organization	N	Mean Rank	Sum of Ranks	U	p
Intrinsic	Private	54	49.65	2681.00	1196.00	0.750
	Public	46	51.50	2369.00		
Extrinsic	Private	54	50.70	2738.00	1231.00	0.939
	Public	46	50.26	2312.00		
General Satisfaction	Private	54	50.46	2725.00	1240.00	0.989
	Public	46	50.54	2325.00		

p>0.05

The Table 7, related to the comparison of MSQ subscales scores according to the type of organization of the participants, by using Mann Whitney-U test, there are no statistically significant differences among the mean ranks of the type of organization between intrinsic (u=1196.50, p>0.05), extrinsic (u=1231.00, p>0.05) and general satisfaction (u=1240, p>0.05).

Table 8.

The Kruskal Wallis H-test results related to the comparison of mean scores of MBI subscales according to the marital status of participants.

Subscales of MBI	Marital Status	N	Mean Rank	χ^2	df	p
Emotional Exhaustion	Single	37	53.88	1.250	3	0.741
	Married	54	47.52			
	Divorced	06	54.92			
	Widowed	03	53.67			
Depersonalization	Single	37	56.08	6.498	3	0.90
	Married	54	44.16			
	Divorced	06	67.42			
	Widowed	03	62.00			
Reduced Personal Accomplishment	Single	37	59.96	8.238	3	0.041*
	Married	54	42.89			
	Divorced	06	58.83			
	Widowed	03	54.17			

* $p < 0.05$

An examination of the Table 8, related to the comparison of MBI subscales scores according to the marital status of the participants, by using Kruskal Wallis-H test, there are no statistically significant differences among the mean ranks of the marital status of the participants between emotional exhaustion ($\chi^2=1.250$; $p>0.05$) and depersonalization ($\chi^2=6.498$; $p>0.05$). There are statistically significant differences among the mean ranks of the marital status of the participants between reduced personal accomplishment ($\chi^2=8.238$; $p<0.05$).

A multiple comparison performed by Mann Whitney U test indicated that the participants who are single have higher scores of reduced personal accomplishment ($u= 665.50$, $p<0.05$) than the participants who are married.

Table 9.

The Kruskal Wallis H-test results related to the comparison of mean scores of MSQ subscales according to the marital status of participants.

Subscales of MSQ	Marital Status	N	Mean Rank	χ^2	df	p
Intrinsic	Single	37	64.15	13.279	3	0.004*
	Married	54	43.16			
	Divorced	06	39.00			
	Widowed	03	37.33			
Extrinsic	Single	37	61.57	9.186	3	0.027*
	Married	54	45.11			
	Divorced	06	37.42			
	Widowed	03	37.17			
General Satisfaction	Single	37	63.41	11.994	3	0.007*
	Married	54	43.76			
	Divorced	06	38.50			
	Widowed	03	36.67			

*p<0.05

An examination of the Table 9, related to the comparison of MSQ subscales scores according to the marital status of the participants, by using Kruskal Wallis-H test, there are statistically significant differences among the mean ranks of the marital status of the participants between intrinsic ($\chi^2=13.279$; $p<0.05$), extrinsic ($\chi^2=9.186$; $p<0.05$) and general satisfaction($\chi^2=11.994$; $p<0.05$).

A multiple comparison performed by Mann Whitney U test indicated that the participants who are single have higher scores of intrinsic ($u= 573.50$, $p<0.05$), extrinsic ($u =664.50$, $p<0.05$) and general satisfaction ($u=600$, $p<0.05$) than the participants who are married. According to analysis by Mann Whitney U test singles have higher scores of intrinsic ($u=52.00$, $p<0.05$) and overall general satisfaction ($u=54.00$, $p<0.05$) than participants who are divorced.

Table 10.

The Kruskal Wallis H-test results related to the comparison of mean scores of MBI subscales according to the monthly income of participants.

Subscales of MBI	Monthly Income	N	Mean Rank	χ^2	df	p
Emotional Exhaustion	Low	69	52.06	2.453	2	0.293
	Moderate	26	43.96			
	High	05	63.00			
Depersonalization	Low	69	56.41	9.622	2	0.008*
	Moderate	26	38.63			
	High	05	30.60			
Reduced Personal Accomplishment	Low	69	53.27	2.802	2	0.246
	Moderate	26	42.35			
	High	05	54.70			

*P<0.05

An examination of the Table 10 related to the comparison of subscales scores of MBI according to the monthly income of the participants, by using Kruskal Wallis-H test, there are no statistically significant differences among the mean ranks of the monthly income of the participants between emotional exhaustion ($\chi^2=2.453$; $p>0.05$), reduced personal accomplishment ($\chi^2=2.802$; $p>0.05$). There are statistically significant differences among the mean ranks of the monthly income of the participants between depersonalization ($\chi^2=9.622$; $p<0.05$).

A multiple comparison performed by Mann Whitney U test indicated that the participants who have low income have higher scores of depersonalization ($u= 574.00$, $p<0.05$) than the participants with moderate income.

Table 11.

The Kruskal Wallis H-test results related to the comparison of mean scores of MSQ subscales according to the monthly income of participants.

Subscales of MSQ	Monthly Income	N	Mean Rank	χ^2	df	p
Intrinsic	Low	69	54.52	7.106	2	0.029*
	Moderate	26	37.73			
	High	05	61.40			
Extrinsic	Low	69	53.58	4.067	2	0.131
	Moderate	26	40.83			
	High	05	58.30			
General Satisfaction	Low	69	54.45	6.194	2	0.045*
	Moderate	26	38.44			
	High	05	58.70			

*P<0.05

An examination of the Table 11, related to the comparison of MSQ subscales scores according to the monthly income of the participants, by using Kruskal Wallis-H test, there are no statistically significant differences among the mean ranks of the monthly income of the participants between extrinsic ($\chi^2=4.067$; $p>0.05$). There are statistically significant differences among the mean ranks of the monthly income of the participants between intrinsic ($\chi^2=7.106$; $p<0.05$) and general satisfaction ($\chi^2=6.194$; $p<0.05$).

A multiple comparison performed by Mann Whitney U test indicated that the participants who have low income have higher scores of intrinsic ($u=600.00$, $p<0.05$) and general satisfaction ($u=613.50$, $p<0.05$) than the participants with moderate income.

Table 12.

The Kruskal Wallis H-test results related to the comparison of mean scores of MBI subscales according to the level of education of participants.

Subscales of MBI	Level of Education	N	Mean Rank	χ^2	Df	p
Emotional Exhaustion	Secondary	10	41.05	1.356	2	0.508
	Tertiary	40	50.13			
	Post Grad	50	52.69			
Depersonalization	Secondary	10	72.20	8.912	2	0.012*
	Tertiary	40	53.65			
	Post Grad	50	43.64			
Reduced Personal Accomplishment	Secondary	10	73.25	8.362	2	0.015*
	Tertiary	40	52.14			
	Post Grad	50	44.64			

* $p < 0.05$

An examination of the Table 12, related to the comparison of MBI subscales scores according to the level of education of the participants, by using Kruskal Wallis-H test, there are no statistically significant differences among the mean ranks of the level of education of the participants between emotional exhaustion ($\chi^2=1.356$; $p>0.05$). There are statistically significant differences among the mean ranks of the level of education of the participants between depersonalization ($\chi^2=8.912$; $p<0.05$) and reduced emotional exhaustion ($\chi^2=8.362$; $p<0.05$).

A multiple comparison performed by Mann Whitney U test, indicated that the participants with secondary level have higher scores of depersonalization ($u= 110.50$, $p<0.05$) and reduced personal accomplishment ($u= 104.50$, $p<0.05$) $p<0.05$) than the participants with postgrad level of education.

Table 13.

The Kruskal Wallis H-test results related to the comparison of mean scores of MSQ subscales according to the level of education of participants.

Subscales of MSQ	Level of Education	N	Mean Rank	χ^2	df	p
Intrinsic	Secondary	10	67.70	4.474	2	0.107
	Tertiary	40	51.11			
	Post Grad	50	46.57			
Extrinsic	Secondary	10	64.30	3.790	2	0.150
	Tertiary	40	52.78			
	Post Grad	50	45.92			
General Satisfaction	Secondary	10	66.25	4.188	2	0.123
	Tertiary	40	51.99			
	Post Grad	50	46.16			

$p > 0.05$

An examination of the Table 13, related to the comparison of MSQ subscales scores according to the level of education of the participants, by using Kruskal Wallis-H test, there are no statistically significant differences among the mean ranks of the level of education of the participants between intrinsic ($\chi^2=4.474$; $p>0.05$), extrinsic ($\chi^2=3.790$; $p>0.05$) and general satisfaction ($\chi^2=4.188$; $p<0.05$).

Table 14.

The Kruskal Wallis H-test results related to the comparison of mean scores of MBI subscales according to the years of service at work of participants.

Subscales of MBI	Years of Service at work	N	Mean Rank	χ^2	df	P
Emotional Exhaustion	1-5	41	45.94	3.956	4	0.412
	6-10	19	51.87			
	11-15	15	50.97			
	16-20	17	61.94			
	21+	08	45.44			
Depersonalization	1-5	41	44.89	3.425	4	0.489
	6-10	19	54.63			
	11-15	15	49.73			
	16-20	17	55.18			
	21+	08	60.94			
Reduced Personal Accomplishment	1-5	41	52.60	3.105	4	0.540
	6-10	19	52.16			
	11-15	15	44.57			
	16-20	17	43.53			
	21+	08	61.75			

$p > 0.05$

An examination of the Table 14, related to the comparison of MBI subscales scores according to the years of service of current work of the participants, by using Kruskal Wallis-H test, there are no statistically significant differences among the mean ranks of the years of service of current work of the participants between emotional exhaustion ($\chi^2=3.956$; $p>0.05$), depersonalization ($\chi^2=3.425$; $p>0.05$) and reduced personal accomplishment ($\chi^2=3.105$; $p>0.05$).

Table 15.

The Kruskal Wallis H-test results related to the comparison of mean scores of MSQ subscales according to the years of service at work of participants.

Subscales of MSQ	Years of Service at work	N	Mean Rank	χ^2	df	P
Intrinsic	1-5	41	54.18	7.151	4	0.128
	6-10	19	57.61			
	11-15	15	52.83			
	16-20	17	35.41			
	21+	08	42.44			
Extrinsic	1-5	41	54.38	13.429	4	0.009*
	6-10	19	60.82			
	11-15	15	56.13			
	16-20	17	30.32			
	21+	08	38.44			
General Satisfaction	1-5	41	53.85	8.962	4	0.062
	6-10	19	59.16			
	11-15	15	54.43			
	16-20	17	34.21			
	21+	08	40.00			

* $p < 0.05$

An examination of the Table 15, related to the comparison of MSQ subscales scores according to the years of service of current work of the participants, by using Kruskal Wallis-H test, there are no statistically significant differences among the mean ranks of the years of service of participants between intrinsic ($\chi^2=7.151$; $p>0.05$) and general satisfaction ($\chi^2=8.962$; $p>0.05$). There are statistically significant differences among the mean ranks of the years of service of current work of the participants between extrinsic ($\chi^2=13.429$; $p<0.05$).

A multiple comparison performed by Mann Whitney U test, indicated that the participants with 1-5 years of service at current work have higher scores of extrinsic ($u=169.00$, $p<0.05$) than the participants with 16-20 years of service at current work. Participants with 6-10 years of service at current work have higher scores of extrinsic ($u=71.50$, $p<0.05$) than the participants with 16-20 years of service at current work. Participants with 11-15 years of service at current work have

higher scores of extrinsic ($u=57.00$, $p<0.05$) than the participants with 16-20 years of service at current work.

5. DISCUSSION

The aim of the study was to examine the organizational burnout and job satisfaction scores of public and private sector workers in terms of their socio-demographic characteristics in Zimbabwe. Another aim of the study was to research of the relationship between job satisfaction and organizational burnout among private and public workers.

The study revealed significant differences between age of participants and the subscales of burnout. Participants between the ages of 20-25 and 26-30 had significantly high scores on depersonalization and reduced personal accomplishment compared to older age groups. This is in line with (Dimitrios & Konstantinos, 2014, pg.49) who mentions that young employees are more likely to be burned out, because they have less working experience than 30-40 year old employees who have more working experience and they have adapted to extensive workload. This is supported by (Smit, 2007) who observed that young employees are the most vulnerable to burnout. Young employees, especially teachers who are new in the profession, tend to be committed and are often very nervous to perform and accomplish professionally. When they fail to relate and understand their students, they feel unappreciated and underestimated in their performance. They feel more nervous and insufficient and become more cynical about their job which results in high levels of depersonalization and reduced personal accomplishment. The findings are consistent with those of (Rothmann and Barkhuizen, 2011, pg.450) who found that younger workers of the ages of 20-29 are likely to experience higher levels of depersonalization than their older colleagues of the ages of 50 and above. In addition, in support of the results (Harry, 2013, pg.4) asserts that younger workers seem to be more predisposed to experiencing more burnout levels than older workers because with increased age, individuals normally become more stable and mature. This is consistent with the initial hypothesis which suggests that there is a significant difference between the sub-dimensions of burnout according to age of participants.

The results showed significant differences between age of participants and the subscales of job satisfaction. Participants between the ages of 20-25 and between the ages of 26-30 had higher scores on subscales of job satisfaction compared to older participants. This is supported by (Clark, Oswald 1996, pg.76) who explains the U-shaped relationship between job satisfaction and age, he

advocated that younger workers may feel content and pleased than older workers because the youth employment rate is low and they feel satisfied to have a job in comparison with their unemployed peers. Also, younger employees have slight experience about the employment market in order to make a good judgement whether their job is good or not in comparison to other employees therefore they feel more satisfied than older workers. Furthermore, older workers may have less ambition as they realize that they face limited alternative choices as they get older. Belias, et al. (2013, pg.24) argues that younger employees may be less satisfied with their jobs because they lack experience, they are likely to make mistakes in their duties and they get anxious in their attempt to carry out the role assigned to them. Eyupoglu and Saner (2009) contrary to the results of the present study reveals that young employees and older employees experience job satisfaction in similar ways this may be as a result of equal opportunities in the workplace. Moreover, Bas and Ardic (2002, pg. 92) differs with the results of the current study by stating that younger workers place more value on intrinsic rewards such as challenging and interesting jobs like being able to keep busy all the time and a chance to work alone on the job. Older workers are keener on extrinsic rewards such as income and fringe benefits. Therefore younger workers get more dissatisfied than older workers because they have more expectations than the job can provide. Hence, the hypothesis that there will be significant differences between the ages of participants and subscales of job satisfaction was confirmed

The results revealed no significant differences between the gender of participants and the subscales of burnout. This is supported by (Coetzee and Rothmann 2004, pg. 37) who allude that there is no significant differences between levels of burnout experienced by females and males. This is against the assertion by (Jordaan et al., 2007, 193) that man experience more emotional exhaustion compared to female workers, as it is culturally expected of men to be the main breadwinner in the family therefore men tend to work extra harder than women. In addition man might have a high emotional exhaustion compared to woman perhaps they have difficulties in handling emotional situations at work especially male psychologists. Hence, the hypothesis that there will be significant differences between gender of participants and subscales of burnout was not confirmed.

The results revealed no significant differences between the gender of participants and the subscales of job satisfaction. This findings are inconsistent with those of (Hong, Hamid and Salleh, 2013, pg. 30) who state that women are not as much satisfied with their jobs than men mainly because they are less recognized and promoted for their performances. Woman are also less satisfied with their jobs compared to men because they receive less earnings and they are job security is not guaranteed. A different observation was made by (Ayodele, Lucy and Babatunde, 2014, pg.2) who revealed that females have greater levels of job satisfaction compared to males, despite being in jobs with lower earnings and promotion opportunities compared to males. He postulates that this is because females have lower expectations at work due to their lower position in their work place that woman have held in the past. The findings are against the assertion by (Pisani, 2014, pg.14) who mentions that women are more likely to be intrinsically motivated, the most prompting factor being creativity in women and man are prone to be extrinsically motivated the influencing factor being compensation in men. Also women are more intrinsically concerned with having a higher public service motivation and more focused on giving back to the citizens and community. For women, these types of career may lead to a sense of job accomplishment. This is in-consistent with the initial hypothesis which states that there is significant differences between gender of participants and the subscales of job satisfaction.

The study showed no significant differences between the type of organization of participants and the subscales of burnout. This is against research by (Subramanian and Kruthika, 2012, pg. 2) who asserts that the private sector executives are prone to have greater level of emotional exhaustion compared to the ones in public sector. Private sector executives are prone to have face- face communication with the customers nonstop and also are involved in observing the follow up activities in order to settle the business transactions effectively, hence, they likely to experience high levels of emotional exhaustion. Chovwen, Balogun and Olowokere (2014, pg.114-121) agree that employees in private organizations experienced more burnout levels and they had more plans to resign their work than those in public sector. Employees in the private sector experienced intense job demands which included meeting a challenging target, especially in the greatly competitive markets compared to employees in public organization. In addition employees from the private organization had high levels of burnout because they perceived their organization to have an unfair system in terms of provision of rewards, salary and promotion choices. The results do not support

the hypothesis that there is a significant difference the type of organization and the subscales of burnout

The study indicated no significant differences between the type of organization of participants and the subscales of job satisfaction. The findings are inconsistent with (Khan, Nawaz & Ali Jan 2012, pg. 41) who alludes that type of organization determines employee satisfaction. Public sector Greek educators were found more satisfied from extrinsic rewards such as their compensation and management compared to their coworkers from the private sector. In addition private and public organizations' in relation to job satisfaction have significant differences since the settings of private and government owned universities are different in so many aspects. Correspondingly, (Islam & Islam, 2014, pg.1 06) postulate that public sector bank employees in Bangladesh had more job satisfaction in terms of extrinsic rewards such as compensation in the sense that they would have lower income differences between the employees, long-term contract will be rewarded and there is high base income, however in the private sector banks, there are larger pay differentials, fewer rewards for a long-term contract and low income for good performance. Belias et al. (2013, pg. 18) argues that workers who work in independent and privately-managed school settings experience higher job satisfaction than those who work in public sector foundation schools. Khan and Parveen (2014, pg. 818) in their study of bank employees in India, agree that satisfaction regarding extrinsic rewards which include salary, promotion, compensation & benefits was higher among the private sector bank workers than the public sector bank workers. In addition, private sector bank workers were dissatisfied with job security which is an intrinsic reward as compared to public sector bank employees. Therefore, the hypothesis that there will be significant differences between type of organization and subscales of job satisfaction was not confirmed.

The study showed significant differences between marital status of participants and reduced personal accomplishment which is a subscale of burnout. Singles had higher scores on reduced personal accomplishment compared to married participants. This supported by (Jackson and Rothman, 2005, pg.102) who alludes that singles have a greater risk of getting burn out especially more on reduced personal accomplishment compared to those who are living with a spouse. It is claimed that social support from spouses might relieve stress. This is line with (Jordaan et al., 2007, pg.180) who identified that single workers are prone to burnout than those who are married,

due to lack of social support from spouses, with single workers experiencing even higher burnout levels than divorced workers. This is consistent with the initial hypothesis which states that there is significant differences between marital status of participants and the subscales of burnout.

The study revealed significant differences between the marital status of participants and subscales of job satisfaction. Singles had higher scores on the subscales of job satisfaction compared to married and divorced participants. This is against the assertion by (Al-Amri, 1994, pg. 37) who postulates that married and widowed employees experience higher job satisfaction levels than single and divorced employees. The reason why married people have increased employee satisfaction is because marriage imposes more responsibilities that may make a steady job more appreciated and important. A steady job results in increased job satisfaction which is an intrinsic reward. Bader, Hashim and Zaharim (2013, pg. 35) argues that married employees have less job satisfaction than divorced or widowed employees, because they are more settled emotionally. They expect more provisions from their work than divorced or widowed coworkers are considered to less settle in terms of family. In addition there was no differences among married and single employees for their level of job satisfaction. However married people are more concerned in their salary an extrinsic job characteristic than in nature of work because they have children who are depended on them and family obligations (Gregoriou, 2008, pg. 32). Hence, the hypothesis that there will be significant differences between marital status of participants and subscales of job satisfaction was confirmed.

The study showed there is a significant difference between the participants' monthly income and depersonalization a subscale of burnout. Participants who had low income had had higher scores on depersonalization than participants with moderate income. This is supported by (Montgomery, Mostert and Jackson, 2005, pg. 266) stated that workers who get low monthly income experience high depersonalization and overall burnout compared to those who get middle and high monthly income. Workers with a high monthly have an increase in sense of personal accomplishment. Eker and Anbar (2008, pg. 115) concurs by postulating that workers especially teachers who work long hours for less pay are more likely to be excessively burnout because of the amount of their work

they carry in a day. This is consistent with the initial hypothesis which states that there is significant differences between monthly income of participants and the subscales of burnout.

The study showed significant differences between monthly income of the participants' and two subscales of job satisfaction which are intrinsic and general satisfaction. Participants with low income had higher scores of intrinsic and general satisfaction than the participants with moderate income. This is against the assertion by (Ogunlele, Odebiyi & Olaoye 2013, pg. 87) of their study of Nigerian Bank Employees which reveals that an employee gets job satisfaction if he or she gets fair or adequate monthly income for the amount of job he or she does. If employees get low salaries even for working over time they usually get dissatisfied over their jobs. Furthermore, job satisfaction is boosted if companies increase salaries to top performers. In addition salaries displays a strong relationship with the level of job satisfaction, therefore employees need to be given sufficient salaries so that they remain satisfied with their jobs. Contrary to the findings, (Usman, Akbar & Ramzan (2013, pg. 7) proposes that extrinsic rewards determine job satisfaction to a greater extend such as high income wages and salaries, they boost the employees performance and organizational growth. Fair salaries are vital because each employee needs to cater for his or her family needs. For employees who place importance on money if they receive high salaries, their overall job satisfaction will be higher. Therefore, the hypothesis that there will be significant differences between marital status of participants and subscales of job satisfaction was confirmed.

The study revealed significant differences between level of education of participants and two subscales of burnout which are depersonalization and reduced personal accomplishment. Participants with secondary level have higher scores of depersonalization and reduced personal accomplishment than the participants with postgrad level of education. This is inconsistent with the findings of (Shyman, 2010, pg. 840) who alludes that employees who are highly educated are prone to burnout because they hold many responsibilities and they have higher expectations for their jobs and they experience high stress levels if their expectations are not met. De Sousa (2013) agrees that individuals with higher qualifications are accountable for multiple of tasks at work therefore resulting in them to be highly emotionally exhausted. Furthermore, highly qualified individuals have too much expectations at work such as leadership roles, higher salaries, health

insurance packages etc., and they are likely to have high depersonalization and reduced personal accomplishment if these expectations are not met. Hence, the hypothesis that there will be significant differences between level of education of participants and subscales of burnout was confirmed.

The study showed no significant differences between the level of education of participants and the subscales of job satisfaction. This is inconsistent to the findings of (Yapaa, Rathnayakeb, Senanayakec & Premakumarad, 2014, pg.305) who asserts that, employees of secondary level education in Sri Lanka revealed greater job satisfaction levels than employees holding a graduate degree, because highly educated employees have greater expectations thus feel more dissatisfied with job prospects. Ashraf, Ahmad, Shaikh, Bhatti and Soomro (2013, pg. 366) agrees that under-educated employees can be more satisfied in terms of their jobs and careers than the academically qualified employees like university graduate employees. A theoretical study established that university graduates were in a state of great satisfaction when their jobs were in alignment or corresponded with their university major, unlike if they were working in a field in which they were not trained for or did not specialize in during their years in college or university. Amarasena et al., (2015, pg. 9) argued that in their study in Malaysia of university faculty members states that employees with a Bachelor's degree had less job satisfaction compared to those who had a master's degree. Therefore, the hypothesis that there will be significant differences between level of education of participants and subscales of job satisfaction and the results of the study did not correspond.

The study revealed no statistically significant differences between years of service of current work of participants and subscales of burnout. This is against the assertion by (Louw, George & Esterhuyse, 2011, pg.1) who identified that workers with more than 10 years' work experience, experience more emotional exhaustion than workers who have less than 10 years' work experience. Contrary to the findings, (Rothmann & Barkhuizen, 2011, pg.444) observed that workers with less work experience are prone to have higher exhaustion and depersonalization compared to those with more work experience. Gavish and Friedman (2010, pg.161) argue that emotional exhaustion experienced by workers reduce after their first year of working, possibly as

their tasks became increasingly routine, less new, or they learn to adjust to the new system, to balance their workload and prioritize demands efficiently. Furthermore workers experience more depersonalization than other components of burnout during their first year of working. Their views and expectations towards their working environment during the first year affect mainly their interaction with other co-workers leading to alienation and distancing. Therefore, the hypothesis that there will be significant differences between years of service participants and subscales of burnout and the results of the study did not correspond.

The study showed statistically significant differences between years of service of current work of participants and extrinsic satisfaction. Participants with 1-5 and 6-10 years of service at current work had higher scores of extrinsic than the participants with 16-20 years of service at current work .This is supported by (Songstad, Rekdal, Massay & Blystad, 2011, pg.7 in their study of nurses in Tanzania, postulate that employees with long working experience less satisfaction especially on the extrinsic job characteristic if they do not get promoted to a top position or get recognized for their long service at the same job. Employees with over 30 years work experience get dissatisfied if colleagues with short work experience get promoted even if they had a longer formal training. The salary scale they use does not contain more categories to distinguish between length and type of training, therefore the salaries for those with long working services are less, or the same with employees with short working experience resulting in dissatisfaction among experienced workers. This is against the assertion (Olatunji & Bolade, 2014 pg.131) who alludes that job satisfaction increases with years of service at work. Employees who have 5-10 years' work experience enjoyed more satisfaction than those with less than five years. In the same manner, those who have served for more than 10 years were more satisfied than those with 5-10 years' work experience. It can then be presumed that experience on a job diminishes the level of stress and burnout, and then enriches the satisfaction that is derived from the job. Hence, the hypothesis that there will be significant differences between years of service participants and subscales of job satisfaction was confirmed.

5.1 Limitations of the Study

The total sample included 100 participants, it was too small therefore it was not a normal distribution and could not be a representative for all the number of employees in both private and public sector in Zimbabwe.

6. CONCLUSION

According to our findings young employees are at risk for experiencing organizational burnout compared to older employee. The findings are supported by previous researchers who asserted that young employees are easily burnout because they lack experience and exposure to the lab our market. The results also indicate that young employees are also more satisfied with their jobs more than older workers. The result reveals that there is no significant difference between gender and organizational burnout and job satisfaction; therefore the results suggest that both males and females got similar opportunities and responsibilities.

There was no significant difference between type of organization among organizational burnout and job satisfaction. These findings suggest that the settings of both private and public sectors are similar to some extent which might include the pay role system, promotion prospects, company policies put into place and job security etc. Singles had higher scores on reduced personal accomplishment. Also, participants with low income had higher scores on depersonalization than participants with moderate income. The results suggested that participant with low income were satisfied with the nature of their job compared to other participants. In addition, participants with secondary level education had higher scores on depersonalization and reduced personal accomplishment. According to our findings there was no significant difference between level of education and job satisfaction. Finally, the study revealed that participants with less than 10 years' work experience had higher scores of extrinsic than the participants with 16-20 work experience.

6.2 Recommendations

1. Although evidence was found for validity and reliability of the MBI and MSQ scales. Additional research needs to be done to assess the validity and reliability of burnout and job satisfaction in other sectors in Zimbabwe.
2. The study was conducted on a small population and could not be generalized to a wider population therefore further study is recommended on a larger population.
3. Further study should be designed to investigate the effects of organizational burnout and less job satisfaction among employees.

4. The study did not include the type of occupation of participants; hence further studies need to include type of occupation on the social demographic variable.

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APPENDIXES

Dear Participant

The questionnaire below has been prepared as part of a research on the organizational burn-out and job satisfaction of public and private sector workers in terms of their socio-demographic characteristics in Zimbabwe. Please choose the appropriate answer for each question .The information submitted will be kept confidential and will not be disclosed to anyone, your co-operation is sincerely appreciated.

APPENDIX A: INDIVIDUAL INFORMATION FORM

1. AGE	20-25	<input type="checkbox"/>
	26-30	<input type="checkbox"/>
	31-35	<input type="checkbox"/>
	36-40	<input type="checkbox"/>
	41 -45	<input type="checkbox"/>
	46-50	<input type="checkbox"/>
	51+	<input type="checkbox"/>
2. GENDER	MALE	<input type="checkbox"/>
	FEMALE	<input type="checkbox"/>
3. TYPE OF ORGANISATION	PRIVATE	<input type="checkbox"/>
	PUBLIC	<input type="checkbox"/>
4. MARITAL STATUS	SINGLE	<input type="checkbox"/>
	MARRIED	<input type="checkbox"/>
	DIVORCED	<input type="checkbox"/>
	WIDOWED	<input type="checkbox"/>
5. LEVEL OF EDUCATION ACQUIRED	PRIMARY	<input type="checkbox"/>
	SECONDARY LEVEL	<input type="checkbox"/>
	TERTIARY	<input type="checkbox"/>
	POSTGRAD	<input type="checkbox"/>
6. MONTHLY INCOME		<input type="checkbox"/>

7. YEARS OF SERVICE AT WORK

1-5 YRS

6-10YRS

11-15 YRS

16-20YRS

APPENDIX B

Maslach Burnout Inventory (MBI)

For each question, indicate the number that corresponds to your response.

Questions	Never	A few times per year	Once a month	A few times per month	Once a week	A few times per week	Every day
SECTION A	1	2	3	4	5	6	7
I feel emotionally drained by my work.							
Working with people all day long requires a great deal of effort.							
I feel like my work is breaking me down.							
I feel frustrated by my work.							
I feel I work too hard at my job.							
It stresses me too much to work in direct contact with people.							
I feel like I'm at the end of my rope.							

Questions	Never	A few times per year	Once a month	A few times per month	Once a week	A few times per week	Every day
SECTION B	1	2	3	4	5	6	
I feel I look after certain patients/clients impersonally, as if they are objects.							
I feel tired when I get up in the morning and have to face another day at work.							
I have the impression that my patients/clients make me responsible for some of their problems.							
I am at the end of my patience at the end of my work day.							
I really don't care about what happens to some of my patients/clients.							
I have become more insensitive to people since I've been working.							

I'm afraid that this job is making me uncaring.							
---	--	--	--	--	--	--	--

	Never	A few times per year	Once a month	A few times per month	Once a week	A few times per week	Every day
SECTION C	1	2	3	4	5	6	7
I accomplish many worthwhile things in this job.							
I feel full of energy.							
I am easily able to understand what my patients/clients feel.							
I look after my patients'/clients' problems very effectively.							
In my work, I handle emotional problems very calmly.							
Through my work, I feel that I have a positive influence on people.							
I am easily able to create a relaxed atmosphere with my patients/clients.							
I feel refreshed when I have been close to my patients/clients at work.							
Total score – SECTION C							

APPENDIX C

MINNESOTA SATISFACTION QUESTIONNAIRE (MSQ) - Short-form scale

Read each statement carefully.

Decide how satisfied you feel about the aspect of your job described by the statement.

Please indicate how much you are satisfied with your job

On my present job, this is how I feel about:

1. Being able to keep busy all the time.
1. Very Dissatisfied 2. Dissatisfied 3. Neutral 4. Satisfied 5. Very Satisfied
2. The chance to work alone on the job.
1. Very Dissatisfied 2. Dissatisfied 3. Neutral 4. Satisfied 5. Very Satisfied
3. The chance to do different things from time to time.
1. Very Dissatisfied 2. Dissatisfied 3. Neutral 4. Satisfied 5. Very Satisfied
4. The chance to be somebody in the community.
1. Very Dissatisfied 2. Dissatisfied 3. Neutral 4. Satisfied 5. Very Satisfied
5. The way my boss handles his/her workers.
1. Very Dissatisfied 2. Dissatisfied 3. Neutral 4. Satisfied 5. Very Satisfied
6. The competence of my supervisor in making decisions.
1. Very Dissatisfied 2. Dissatisfied 3. Neutral 4. Satisfied 5. Very Satisfied
7. Being able to do things that don't go against my conscience.
1. Very Dissatisfied 2. Dissatisfied 3. Neutral 4. Satisfied 5. Very Satisfied
8. The way my job provides for steady employment.
1. Very Dissatisfied 2. Dissatisfied 3. Neutral 4. Satisfied 5. Very Satisfied
9. The chance to do things for other people.
1. Very Dissatisfied 2. Dissatisfied 3. Neutral 4. Satisfied 5. Very Satisfied
10. The chance to tell people what to do.
1. Very Dissatisfied 2. Dissatisfied 3. Neutral 4. Satisfied 5. Very Satisfied
11. The chance to do something that makes use of my abilities.
1. Very Dissatisfied 2. Dissatisfied 3. Neutral 4. Satisfied 5. Very Satisfied
12. The way company policies are put into practice.
1. Very Dissatisfied 2. Dissatisfied 3. Neutral 4. Satisfied 5. Very Satisfied
13. My pay and the amount of work I do.

1. Very Dissatisfied 2. Dissatisfied 3. Neutral 4. Satisfied 5. Very Satisfied

14. The chances for advancement on this job.

1. Very Dissatisfied 2. Dissatisfied 3. Neutral 4. Satisfied 5. Very Satisfied

15. The freedom to use my own judgment.

1. Very Dissatisfied 2. Dissatisfied 3. Neutral 4. Satisfied 5. Very Satisfied

16. The chance to try my own methods of doing the job.

1. Very Dissatisfied 2. Dissatisfied 3. Neutral 4. Satisfied 5. Very Satisfied

17. The working conditions.

1. Very Dissatisfied 2. Dissatisfied 3. Neutral 4. Satisfied 5. Very Satisfied

18. The way my co-workers get along with each other.

1. Very Dissatisfied 2. Dissatisfied 3. Neutral 4. Satisfied 5. Very Satisfied

19. The praise I get for doing a good job.

1. Very Dissatisfied 2. Dissatisfied 3. Neutral 4. Satisfied 5. Very Satisfied

20. The feeling of accomplishment I get from the job.

1. Very Dissatisfied 2. Dissatisfied 3. Neutral 4. Satisfied 5. Very Satisfied

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2014

Bachelor of Psychology (Honours degree)
University of Venda, Thohoyandou, South Africa.

2009

Advanced level

Hillcrest High School, Mutare, Zimbabwe

2008

Ordinary level

St Augustine's High School, Mutare, Zimbabwe

3. WORK EXPERIENCE

3.1. University of Limpopo: Centre for Student Counselling and Development

Trainee trauma counsellor (6 months Practical: 01 July 2013 to 31 December 2013)

Responsibilities

- Provide trauma and supportive counselling to patients
- Provide basic psychological assessment
- Provide psycho-education to patients and their families
- Provide Counselling & Psychoeducation in HIV/AIDS related matters
- Interact with other professionals in the multidisciplinary team regarding patient management and psychological issues.
- Filing patient's files and documents and updating records (incl. pt records and process notes)
- Compiling of department's monthly statistics and reports

4. OTHER SKILLS & COMPETENCIES

- Computer literacy (Ms Word, Excel, Power-point, Internet)
- Conduct and report on research projects and implement findings in policy and practice
- Good verbal and written communication skills.
- Problem solving and conflict resolution.
- Promotion of primary psychosocial well-being

5. RESEARCH EXPERIENCES

5.1 Stress factors, effects and coping techniques among psychology students at University of

Venda: A mini-dissertation submitted in partial fulfilment of the requirement for the degree of Bachelor of Psychology in the Department of Psychology at the University of Venda

5.2 The organizational burnout and job satisfaction of public and private workers in terms of their socio-demographic characteristics in Zimbabwe.

A dissertation submitted in partial fulfilment of the requirement for the degree of Master of General Psychology in the Department of Psychology at the University of Near East

