

Comparative Analytical Study of Teachers' Personality Type (A and B) to Study the Consequences of Ostracism

Shumaila Naz^{*1}, Prof. Dr. Cai Li², Shabnam Khan³, Hira Salah ud din Khan⁴

^{*1}School of management. Jiangsu University. No. 301 Xuefu Road, Zhenjiang, Jiangsu P.R. China

²School of management. Jiangsu University. No. 301 Xuefu Road, Zhenjiang, Jiangsu P.R. China

³Department of management sciences. The superior group of colleges, 17-km Raiwind Road Lahore, Pakistan

⁴School of management. Jiangsu University. No. 301 Xuefu Road, Zhenjiang, Jiangsu P.R. China

ABSTRACT

The objective of this paper was to examine the relationship between workplace ostracism and teacher's burnout considering the moderating role of teacher's personality either A or B. This study is unique as it presents the comparative analysis of teacher's personality type (A & B) on their burnout levels. To fulfil this objective, two-wave survey of 300 teachers was conducted to identify their personality types and their responses regarding burnout levels due to workplace ostracism. In this study, workplace ostracism was used as independent variable, teacher's burnout as dependent and personality type (A & B) as a moderating variable. The regression analysis was used to measure the relationship between workplace ostracism and teacher's burnout and hierarchical regression analysis was used for moderation. Significant positive relationship was found between ostracism and teacher's burnout. Personality type (A & B) strongly moderates the relationship between ostracism and teacher's burnout. Furthermore, personality type A intensifies the relation between Ostracism and job burnout. Hence, this research suggests that to induce participatory/social programs particularly for 'personality type A' teachers who are more vulnerable to harmful effects of ostracism.

Keywords: Workplace ostracism, teacher burnout, social stressors, JD-R model, personality type (A & B)

I. INTRODUCTION

The teacher-student relationship play major role in students' social and intellectual development since childhood and adolescence (Davis, 2003). This relationship may affect students' encouragement/level of energy regarding their curricular, interpersonal ability, norms, quest for learning and their social objectives in the classroom environment. Teacher and student relations are strengthen by teachers' inspiration and stimulation, social competence, teaching methodology and ability to integrate or boost learning capacity in their students. These tough job demands act as stressors and lead towards burnout (Bakker, Demerouti, & Verbeke, 2004) for teachers. Practitioners have showed confidence on their claim that the interaction with students often brings stress and burnout for teachers (Taris, Horn, Schaufeli, & Schreurs, 2004). At the workplace, teachers interact

with peers and seniors to meet professional requirements. According to the JD-R model (Bakker & Demerouti, 2007; Demerouti, Bakker, Nachreiner, & Schaufeli, 2001) such social relationships are classified as resources (Hakanen et al., 2006) or as demands which has potential to work as stressors (M. T. Sliter, Pui, Sliter, & Jex, 2011). These resources at work have unconstructive effect and can lead to burnout (Fernet, Guay, Senécal, & Austin, 2012). Similarly, professional demands are positively related to burnout (Hakanen et al., 2006; Santavirta & Solovieva, 2007; Bakker et al., 2004). Hence, teachers are victims of burnout since they feel less is gained compared to their valuable inputs from their relationships with students and colleagues (Taris et al., 2004). Teachers are comparatively encountered more with clinical and health problems due to burnout (Guglielmi & Tatrow, 1998). Similarly, burnout is prevalent among teachers of Romania and has undesirable outcomes (Vllaaduş &

Kallay, 2011) such as increased frustration, stress, anxiety, depression, reduced workplace self-efficacy. As teachers are more victim to burnout due to high job demands so it is more relevant to investigate burnout among teachers.

The emerging concept of burnout has gained attention of many scholars especially recently due to its dysfunctional outcomes not only on individual's attitude and behavior but on organization as well, such as high voluntary turnover (Spence Laschinger, Leiter, Day, & Gilin, 2009; Schaufeli & Bakker, 2004), decreased/low performance (Wright & Hobfoll, 2004; Cropanzano et al., 2003), workplace deviance (K. Lee & Allen, 2002) and clinical issues (Leiter & Maslach, 2009). These negative outcomes are also supported by (Grandey & Cropanzano, 1999). Due to adverse effects of burnout, it is very important to identify the predictors of burnout. One factor that can increase burnout is workplace ostracism. It is defined as a social stressor (Williams, 1997; Williams, Cheung, & Choi, 2000), keeping out socially (Williams, 2007; Dewall, Twenge, Gitter, & Baumeister, 2009), neglected or unwanted (Ferris, Brown, Berry, & Lian, 2008), common and social construct (Sommer, Williams, Ciarocco, & Baumeister, 2001), social isolation (Rook, 1984), refusal by colleagues (Prinstein & Aikins, 2004), and being 'out of the loop' (Jones & Kelly, 2010), common phenomenon (Fox & Stallworth, 2005; Hitlan, Kelly, Schepman, Schneider, & Zárate, 2006; Williams, 1997), agonizing and poor experience (Eisenberger & Lieberman, 2004), associated with drastic painful health, psychological, and job outcomes (D. L. Ferris et al., 2008; Hitlan, Clifton, & DeSoto, 2006). Ostracized persons have more tendency to create antagonistic treatment with others (Williams & Wesselman, 2011) who have excluded/rejected them (Twenge, Baumeister, Tice, & Stucke, 2001; Leary, Twenge, & Quinlivan, 2006).

Study of Earlier practitioner on social exclusion (Jackson & Saltzstein, 1958; Schachter, 1951) human behavior theories that discusses individuals' behavior of neglecting and constraining others from building relationships has gained much popularity a few years back (Williams, Cheung, et al., 2000). Research on ostracism is still in its infancy stage despite of its disadvantageous affects (D. L. Ferris et al., 2008). In particular, relationship between workplace ostracism and stress related outcomes should be studied (Wu et al., 2012). This study assumes that ostracism may lead to burnout. Considering the relation between ostracism

and burnout and its unfavourable outcomes there is gap to find moderating variables to decrease the negative effects. Abbas et al. (2012) claimed that little work is done to examine the moderating role of individual differences factors between interpersonal stressors and job outcomes. Haq (2008) claimed that in depth analysis should be endured to measure whether personality factors moderate between ostracism and its outcomes. Catalyst of personal attribute between ostracism and psychological outcome required significant consideration of scholars. Less attention toward personality elements (Landy, 1989) is due to the belief that focus on personality factors can weaken the its generalizability over organizational behaviors and controllable outcomes (Hough & Schneider, 1996). Although, few decade back practitioners have attempted some investigations on personality factors, its organization related outcome and burnout (Vardi & Weitz, 2003; Alarcon, Eschleman, & Bowling, 2009). But, due to complexity of the dynamics of psychological behavior, deep investigation is required how drastic effect ostracism can play on burnout (Sulea et al., 2012).

This study emphasizes to focus on those personal factors that may lessen the detrimental effects of ostracism and teacher burnout. This study will cover the gap by determining the effective role of personality types (A & B) in decreasing the disadvantageous outcome of ostracism especially in case of teacher burnout in higher education sector of Pakistan. In particular, present paper has two main objectives. Firstly, it will add to the available literature regarding to the effect of the workplace ostracism on psychological outcomes in an education industry with the moderating role of personality types. Secondly, majority of the earlier work has been conducted and validated in western /non-Asian settings and has given variety of theories and guidelines for policy developer. Policy developer and practitioner are unconfident about their generalizability and practicality of these theories in Asian context. Therefore, this research will attempt to cover the gap by examining the role of ostracism in predicting universities teacher burnout in Pakistan with moderating role of personality type A and B and whether personality type A intensifies the relationship more than personality type B which as according to the research experience in education field has not been studied before.

The structure of paper is as follows. In the first section, this study provides the brief literature review on

ostracism and burnout and on the moderator of personality type A and B. In the second section, this study presents the research model, followed by the third part of methodology and findings. Finally at the end, implications, contributions, limitations and future research are also discussed.

II. METHODS AND MATERIAL

2. Theoretical Base

2.1. Workplace Ostracism and the Teacher Burnout

2.1.1. Workplace Ostracism

Ostracism is defined as the one's perception of being ignored or rejected by others in an organization (Williams, 1997; (D. L. Ferris et al., 2008) which is a painful and negative experience (Gruter & Masters, 1986). Feelings of exclusion deprived individuals from meeting with others which actually satisfy their psychological needs (Wu et al., 2012). Painful experience of an individual may decrease one's self esteem if powered by the desire of social need (Van Beest & Williams, 2006). Ostracism is commonly prevalent phenomenon in an organizational environment. Investigation performed by (Williams, Bernieri, Faulkner, Gada-Jain, & Grahe, 2000) has revealed that seventy-five percent interviewees have been suffering from ostracism, while, another analysis has showed that sixty-six percent have been facing the issue of silent treatment at organizations (Fox and Stallworth, 2005). Ostracism has unfavorable effect on both people and organizations such as poor physical health (Heaphy & Dutton, 2008), psychological distress (Williams, 2007), pessimistic job attitudes (Grandey & Cropanzano, 1999), harmful psychological behavior (Chow, Tiedens, & Govan, 2008), job withdrawals (Spence Laschinger Et Al., 2009) and declined performance at work thus these attitudes are required to be controlled (D. L. Ferris et al., 2008).

2.2. Burnout

Different researchers have described burnout in their own ways. According to (Schaufeli & Taris, 2005) burnout is referred as "a crisis in one's relationship with work, not necessarily as a crisis in one's relationship with people at work". They suggest that Burnout has primarily three facets for instance, first is emotional

exhaustion; to which they relate with feelings of tiredness/bored while doing work related tasks, second is cynicism, defines as to the individual's way of distancing oneself from the job or having low trust in others and third is professional inefficacy, which means one's sense of low achievement at job related tasks (Schaufeli & Taris, 2005). Generally, taking into account all types of professions, burnout is comprised of three dimensions that are related to job, not just to the people relationships (Maslach et al., 2001). Burnout passes via three incremental phases. First, employee perceives tired of meeting job demands. Second, employee disassociates himself with his peers. Third, employee feels low self-efficacy (Cordes & Dougherty, 1993). Burnout extension occurs in arranged from (Kalbers & Fogarty, 2005). Emotional exhaustion most prevalent dimension of burnout is described as 'a chronic state of emotional and physical depletion' (Cropanzano, Rupp, & Byrne, 2003) and predecessor of job burnout. An individual feel exhaustion first and then tries to be emotionally and psychologically distant from job. It exist when emotional demands are more than an individual can tolerate (Maslach et al., 2001). These demands occur either due to time constraints or significant result oriented issues and demand innovative and non-programmed decisions (Kalbers & Fogarty, 2005). Perception of lost resources result in emotion exhaustion (R. T. Lee & Ashforth, 1996) which leads to feelings of lost energy. The second phase of burnout, depersonalization; is the individual's attitude of distrusting or disbelieving others intentions and ambitions and being careless for others (Fogarty, 2000). These individuals consider others as figures instead human. In turn, they become skeptical, insensitive, hardhearted, and pessimistic attitudes toward peers, customers, and the company (Cordes & Dougherty, 1993). Later on, self-efficacy belief/esteem, force to exert energy is shattered and professional inefficacy is produced. Thus employee begins to de-appraise himself (Advani, Garg, Jagdale, & Kumar, 2005).

Insufficient workplace social support is one of the major predictor of teacher burnout (Chan, 2002; Greenglass, Fiksenbaum, & Burke, 1995) because teaching job demands more social interaction. Teachers' prime responsibilities require more interaction with students, peers, bosses and other administrative staff in a whole day (Pietarinen et al., 2013). Several scholars expressed that teachers equipped with more social resources can better cope with burnout (Gu & Day, 2007) and have reduced burnout risk (Howard &

Johnson, 2004) when they are victim of the same challenges than those who do not. Similarly, Kahn, Schneider, Jenkins-Henkelman, and Moyle (2006) found that increased social support play vital role in decreasing emotional exhaustion and cynicism (dimensions of burnout). So, attaining workplace support is particularly indispensable to teachers' occupational health (Brouwers, Evers, & Tomic, 2001). Ostracize individuals feel limited for such social resources. Consequently, limitation of these resources hinder the competence to achieve goals, perform and develop career (LePine, Podsakoff, & LePine, 2005) which offers stress and emotional exhaustion (Williams, 1997; Hobfoll, 1989). Similarly, incessant reduction in such resources brings burnout for individuals (Shirom, 2003). Ostracism decreases the job efficiency and ability to retain, re-develop social resources. Ostracism places victim's social resources in danger whereas, these resources are demanded to resolve organizational matters (Greenhaus & Powell, 2006). According to the Conservation of Resources (COR) theory, employees take care, maintain and establish connections due to scarcity of such resources. These social resources protect other important resources (Hobfoll, 2001). Leung, Wu, Chen, & Young (2011) claimed that ostracism drain interpersonal resources that ultimately disturb the individual's ability to handle work efficiently at job, consequently, person develops distance from one's work mentally (Cynicism) that can produce burnout. Taris, Schreurs, & Van Iersel-Van Silfhout (2001) suggest that stress due to peers is connected to the phenomenon of cynicism which is one of the important dimensions of the burnout. Human is a social animal and based on evolutionary theory; it is said that all human races are afraid of losing considerable amount of attention from others. Human existence is not possible without unifying into social unit. Ostracism may be referred as life threatening. On the other way, it may expose victim social death (Williams, 1997). Thus, it is not surprising that ostracized are more vulnerable to stress and a collapse in physiological system. Biologists and physiologists, argues that ostracism disturb the physiological process by meddling into immune system and brain functions concerning to aggression and depression phenomena (Williams, 1997).

Ostracism significantly affects one's esteem and confidence. In the era of teamwork, its importance has increased dramatically, indicating the need for more

social boundaries with co-workers (Sundstrom, McIntyre, Halfhill, & Richards, 2000). According to Deery, Walsh, & Guest, 2011; Dormann & Zapf (2004) interpersonal demands for instance workplace mistreatment were shown to be a predictor for burnout. Burnout diminishes vigor and passion towards personal life and self-belief as argued in (Utami & Nahartyo, 2013). Workplace ostracism has a significant role in determining associated link between feeling of separation and professional inefficacy (O'Reilly & Robinson, 2009). Sulea et al., (2012) has suggested that ostracism (a form of interpersonal mistreatment) is related to the burnout dimensions. More specifically, burnout has three dimensions: emotional exhaustion, referring to fatigue related to variety of job facets, cynicism, describe the way individuals are distancing themselves psychologically from their job, and professional inefficacy, means as a sense of low accomplishment at work.

Summing up above discussion, it can be assumed that ostracism may increase the likelihood of occurring burnout (Dormann & Zapf, 2004; Leiter, Frizzell, Harvie, & Churchill, 2001; M. Sliter, Jex, Wolford, & McInnerney, 2010) and these both phenomena have disadvantageous effect on both individual and organization as well. Current research is based on the belief that disadvantageous and constrained social relations at organization may produce burnout (Dormann & Zapf, 2004; Leiter et al., 2001; M. Sliter et al., 2010). Thus, the following hypothesis is developed; **H1:** Workplace ostracism has significant impact on the teacher burnout

2.3. Personality Type (A & B), Workplace Ostracism and Teacher Burnout

George (1992) beliefs that personality describes the way an individual feels, thinks, behave and evaluate about job facets. According to Afolabi (2011) two personality types such as type A and type B are classified with respect to their responses. These types illustrate that how an individual act in critical and risky situations (Ivancevich & Matteson, 1984). Keinan and Tal (2004) inferred that type A behavior is a handling strategy occur due to fear of losing control over things. According to this study, Type A personality has more inclination towards burnout than Type B personality. Earlier scholars (Cooper, Kirkcaldy, & Brown, 1994; Fried- man, 1967; Jamal, 1990; Rosenman & Chesney, 1985) says that Type A individuals are goal oriented,

hostile, motivated, energetic, highly driven, confident, hasty in all work of life, intolerant, irritated, annoyed, challenging, and seek to deadlines. They are very distrustful of the others because of pessimistic view and are workaholic. Such types of individuals are always in a rush to finish the things timely since more vulnerable to stress and ultimately burnout. They are extrovert people so display their annoyance through verbal communication and have low emotional intelligence. Type A are very judging and may respond aggressively towards others. They want to be followed so that they can exercise control over things. Type A personalities are not risk averse, fixed over opinions and stubborn. Subsequently, Type A personality suffer from heart diseases (Friedman, 1967; Schaubroeck, Ganster, & Kemmerer, 1994) and experience more stress and burnout (Jamal, 1999; Sharpley, Dua, Reynolds, & Acosta, 1995; Matthews et al., 1977 & Matthews, 1988) than Type B personality. Douglas has concluded that the Type A personality undergone the medical treatment as they are receiver to stress. Traits of enmity and time obsessiveness of type A are associated with health problems caused by stress. According to Pred, Spence, & Helmreich (1987) intolerant and rash behavior of such personality cannot produce professional efficacy and stress related illness simultaneously. Similarly, Bluer, 1990; Matthews, 1988; Robbins, et al., 1991 comment that particular Type A characteristics for instance antagonism, exasperation, and touchiness have increased probability to create stress-related health issues rather than accomplishment. It can be argued that personality Type A can be more related to professional inefficacy which is one of burnout dimension. On the contrary, personality Type B is easy going, listen others critical feedback and consequently are happy with work life. They feel annoyed with the problem not the individuals and take situation in a light comic mood to justify their position. These individuals are more likely to move with others flow. They value others opinions and display positive expression so feel job satisfaction (Kirkcaldy et al., 2002). Type B personalities do not feel panic for performing activities and are more relaxed, patient and tolerant of other behaviors (Bortner, 1969). Individuals are different in terms of their temper, aptitude, and beliefs as they belong to different category of personalities. Variations of behavior in personality type A & B may buffer or increase the effect of stress from ostracism on burnout.

Present research endures to identify whether Type A personality and Type B personality moderates the relation between independent and dependent variable. So, we present following hypothesis;

H2: Personality Type (A & B) moderates the relationship between workplace ostracism and job burnout

2.4. Personality Type A and Teacher Burnout

According to Khan (2011), burnout and personality types of people should not be isolated with each other. Maslach et al., (2001) has suggested that burnout has more likelihood to occur if personalities do not fit with the working environment. Similarly, he claimed that more work is conducted on other environment related variables neglecting role of personality characteristics in determining burnout. Personality types can be categorized according to their vulnerability to tension, stress and health impact. Type A personality is defined as the individuals' who are hasty, action oriented, antagonistic, intolerant and more prone to emotional exhaustion (burnout) and health issues. Such personality is known for its aim driven approach, being tough in competition, vigilant, and aggravated nature. These individuals feel hasty for doing things. Their drive to achieve aim cause frequently high levels of stimulation. They want to finish work in time limits and keep on thinking on those deadlines even in their leisure time.

These characteristics lead towards initiation of heart related diseases (Friedman & Rosenman, 1974). Additionally, he has investigated that heart patients work fast and are frequently achievement oriented. Such impatient nature produces stress at workplace (Choo, 1986). Furthermore, Fisher (2001); C. Lee, Ashford, & Bobko (1990) describe that Type A personality wants to control their environment in order to improve job satisfaction and performance. Brunson & Matthews (1981) explains that due to stress Type A personality develop poor problem solving strategies because they are more vulnerable to anxiety and stress. Utami & Nahartyo (2013) has described that auditors with Type A personality are intolerant and antagonistic for completion of work activities which may bring burnout. His research shows that Type A personality increases the impact of role conflict and role overload on burnout. Pradhan & Misra (1996) also has found positive link between Type A personality and burnout. The traits of Type A individuals such as obsessive,

overachiever, hostile make them more likely to suffer from burnout (Kazmi R, Shehla A, Khan D, 2009). On the basis of above discussion, we make following hypothesis;

H3: Type A personality will intensify the effect of workplace ostracism on job burnout tendencies among the teachers of higher education sector.

2.5. Personality Type B and Teacher Burnout

According to Friedman and Rosenman (1974) the two types of personalities A & B are not different on the basis of structure rather on the basis of their approach towards managing and handling with stress. He suggested that personality Type B demonstrate more capability to deal with painful situations subsequently decreasing the probability to get health issues. Personality Type B is more adaptive and tolerant to the other people differences and their divergent responses. Research shows that there is low positive correlation between Type B personality and burnout level (Kamaraj). In contrast to Type A personality, the Type B personality is slow, patient, relaxed, enjoy have measured eating habits, do exercise and do not demonstrate their achievements. Type B personality don't want to control the events or things surrounding them and plan according to available time frame (Friedman & Rosenman, 1974). Comparatively, Type B Personality healthcare experts were found better in managing stress due to family rejections which is one of ostracism dimensions (Yasmin Janjhua and Chandrakanta).

In opinion of Friedman & Rosenman (1974), Type B personality is equal in terms of goal orientation to Type A Personality, but not obsessed at achieving aims. Their job aspirations do not drive their existence. Type B personality enables them to give time to their social circle and crave for searching leisure time. Scholars have found that doctors with Type A personality have more tendencies to receive stress than Type B personality. Earlier research showed that type B people are less violent, more stress-free, and establish less time based targets (Kazmi R, Shehla A, Khan D, 2009). Thus we may conclude that Type B personality are less vulnerable to stressor of Ostracism and propose the following hypothesis;

H4: Type B personality will lessen the effect of workplace ostracism on job burnout tendencies among the teachers of higher education sector.

Based on the above discussion, this study formulates the following conceptual model.

Research Model

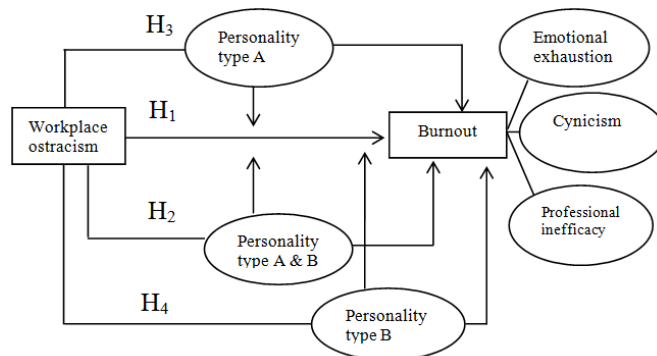


Figure 1

III. RESULTS AND DISCUSSION

3. Methodology

3.1. Data Collection Method

This relational survey model is used to determine the impact of workplace ostracism on job burnout in higher education sector of Pakistan through the moderating effect of personality type (A & B). In order to meet stated purpose, this study adopted two survey instruments. First 'personality test instrument' used to identify the personality types (A & B) of employees and the second instrument used to collect the data about the relationship of ostracism, job burnout and moderating role of personality types between above mentioned variables. A cover letter explained the objectives of research, voluntary participation and assured the confidentiality of responses.

3.2. Sample

In order to reduce common method biasness regarding their personality types, data is collected into two waves. In first wave (T1), data is collected from 401 employees of higher education sector of Lahore, Pakistan for personality identification. Among 401 employees, 242 employees of Personality type A and only 159 employees of Personality type B have found. In order to reduce the biasness,

As people provide biased response about personality type because no one want to show him/her as personality type B. So, we have to keep on collection data until we got 150 plus employees of personality

type B. After personality identification, in second wave (T2), we have collected data from 318 selected employees (159 employees of each personality type to get balanced and accurate response) of higher education sector of Lahore, Pakistan through self-administered close ended questionnaire. 305 questionnaires were returned, resulting in a response rate of 96%. Out of returned questionnaires, 300 were used for data analysis (150 of each personality type to get balanced and accurate response).

3.3. Measure

All measures were from self-reported questionnaire. We did not translate the questionnaire to native language, because in Pakistan English is used as an official language.

3.3.1. Personality Type

For first wave (T1) of personality identification, we used 20 items scale; this scale was developed by (Glaser, 1978). The concept of personality type (A & B) in this study is based on (Glaser, 1978), mentioned that Type A behavior is a learned personality complex which is well-rewarded in our culture. It is a desired trait in most institutions, especially at a managerial level. The measurement scale consisted on a Likert 7-point scale. A higher score indicates that the participants are most likely to have personality type A and lower score indicates personality type B.

3.3.2. Workplace Ostracism

Workplace ostracism is basically a phenomenon, in which individuals perceive that they are ignored by other employees at workplace (C. F. Ferris et al., 2008). In second wave (T2), A 10 item scale was used to measure workplace ostracism. Scale has been adopted from the study of (C. F. Ferris et al., 2008). Responses were taken on five point scale ranging from “1 for Strongly Disagree to 5 for Strongly Agree”.

3.3.3. Job Burnout

The concept of job burnout in this study is based on (Maslach, Jackson, & Leiter, 1986), who proposed that it includes the following three dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment decrease. The second of survey

measures job burnout of auditors. The selected scale contains 13 items and the measurement was based on a Likert 5-point scale, where 1 was “strongly disagree” and 5 was “strongly agree.” The higher the scores were, the more the job burnout was perceived by the participants.

In second wave, the complete instrument contained 44 questions out of which 10 are related to personal data defining the demographics of the respondents and the 34 are related to the subject study. A rating and nominal type of variable has been used in questionnaire. Our instrument includes 10 questions on workplace Ostracism, 13 questions on job burnout and 11 questions on personality type selected from the personality test of Glaser (1978).

IV. Data Analysis/Results

Table 5.1. Demographic Profile of the Respondent

Respondent Demographics	Frequency	%
Gender (N = 300)		
❖ Male	207	69
❖ Female	93	31
Age (N = 300)		
❖ Under 30 Years	192	64
❖ 30-39 Years	57	19
❖ 40-49 Years	26	8.7
❖ 50-59 Years	18	6
❖ Above 60 Years	7	2.3
Qualification (N = 300)		
❖ M. Phil or PhD	28	9
❖ Master's Degree	212	70
❖ Graduation	36	12
❖ Intermediate	27	9
❖ Matric or Less	0	0
Sector (N = 300)		
❖ Public	92	30.7
❖ Private	208	69.3
Salary in Rupees (N = 300)		
❖ Below Rs. 30,000	128	42.7
❖ Rs. 30,000 – Rs. 50,000	80	26.7
❖ Rs. 51,0000 – Rs. 70,000	35	11.7
❖ Rs. 71,0000 – Rs. 90,000	29	9.7
❖ Above Rs. 90,000	28	9.2

This table contains information regarding gender, age, qualification, sector and salary range. Out of 300 respondents, a total of 69% of the respondents were male (n=207), 31% were female (n=93). A total of 64% of the participants were under 30 Years (n=192), 19% were 30-39 Years (n=57), 8.7% were 40-49 Years (n=26), 6% were 50-59 Years (n=18) and 2.3% were above 60 Years (n=7). Qualification of the employees who participated in the study varied between Intermediate (n=27) to M.Phil or Ph.D (n=28), 212

Respondents having Master's degree, 36 having Graduation degree while no respondent is Matric or less. Out of 300 respondents, 30.7% of the respondents were belong to Public Higher Education Sector (n=92), 69.3% were belong to Private Higher Education Sector (n=208). In case of Salary, 42.7% were having below Rs. 30,000 (n=128), 26.7% were having Rs. 30,000 – Rs. 50,000 (n=80), 11.7% were having Rs. 51,0000 – Rs. 70,000 (n=35), 9.7% were having Rs. 71,0000 – Rs. 90,000 (n=29) and only 9.2% were having salary Above Rs. 90,000 (n=28).

Table 5.2. Descriptive statistics of measure items

Items					
	N	Min.	Max.	Mean	Std. D.
Workplace Ostracism	300	1	5	3.14	0.874
Job Burnout	300	1	5	3.44	0.789
Personality types (A & B)	300	1	5	3.72	1.037

This study was based on a survey from 300 respondents, out of which, responses on all items vary from 1 to 5 on a five-point Likert scale. Mean scores of different items range from 3.14 to 3.72 and the value of standard deviations range from 0.789 to 1.037 (see Table 5.2.).

Table 5.3. Reliability of measurement

Constructs	Valid N	Number of Items	Cronbach's Alpha
Workplace Ostracism	300	10	.875
Job Burnout	300	13	.975
Personality types (A & B)	300	11	.878

The table 5.3 represents the estimated values of Cronbach's coefficient alpha to examine the reliability and internal consistency of the measures. For the present sample, values of Cronbach's alpha vary from 0.875 to 0.975 which indicates that each multi-item construct possess high reliability: Workplace Ostracism (alpha = 0.875), Job burnout (alpha = 0.975), Personality types (A & B) (alpha = 0.878).

5.4. Factor Analysis

Table 5.4.1. KMO and Bartlett's Test

Constructs	No. of Items	KMO Measure of sample adequacy	Bartlett's test of Sphericity Chi-square	Bartlett's test of Sphericity Sig.
Workplace Ostracism	10	.921	3162.24	.000
Job Burnout	13	.848	1057.06	.000
Personality types (A & B)	11	.812	1841.21	.000

Table 5.4.2. Eigen Values and Total Variance Explained

Initial Eigen values				
Construct	Components	Total	% of Variance explained	Cumulative %
Workplace Ostracism	Comp 1	7.627	69.340	69.340
Job Burnout	Comp 1	3.687	73.733	73.733
Personality types (A & B)	Comp 1	4.745	67.786	67.786

Factor analysis using Principle Component Analysis (PCA) with Varimax rotation method was applied to confirm the construct validity. The output of PCA is presented in Table 5.4 (.1, .2 & .3) respectively. The value of KMO (for Sample adequacy of data) varies between 0 and 1 mentioned in table 5.4.1. As KMO values for workplace ostracism, Job burnout and personality Type (A & B) are .921, .848, .812 respectively. The results also show that the significance level of Sphericity chi-square is less than .005 (Standard value) in the case of all three constructs so, null hypothesis of no co relation is rejected. Both KMO and Bartlett's confirm us that it is worth proceeding to go with factor analysis. According to (Hinton et al., 2004), only those components of the constructs as principle components which have Eigen value greater than 1 can be retained. Table 5.4.2. summarizes the Eigen values and explained total variance for the extracted components. Only one principle component was extracted from constructs of workplace ostracism, job burnout and personality Type (A & B) that explaining 69.34%, 73.73%, and 67.78 % of the total variance respectively.

Table 5.4.3. Factor Loadings

Variable	Item	Factor Loadings
Workplace Ostracism	I felt disconnected with my peers.	.660
	I felt rejected by supervisor for projects.	.764
	I felt like an outsider.	.650
	I felt invisible at my workplace.	.658
	I felt meaningless for my management.	.671
	I felt excluded from peers.	.765
	I felt non-existent in the organization.	.625
	I felt insecure about my job.	.696
	I felt I was unable to influence the action of others.	.726
	I felt the other players decided everything.	.705
Job Burnout	I feel emotionally drained from my work.	.748
	I feel constantly exhausted, tired or fatigued.	.901
	I feel used up at the end of the workday.	.872
	Working with people all day is really a strain.	.726
	I feel burned out from my work.	.856
	I feel frustrated by my job.	.532
	I am losing a clear perspective on work or life.	.727
	I feel unappreciated most of the time.	.658
	I worry that this job is hardening me emotionally.	.873
	I am aware of increasing difficulty in concentration.	.586
	I feel that I'm working too hard on my job.	.751
	I am working with people directly puts too much stress on me.	.597
	I am increasing boredom with work and personal life.	.884
I feel emotionally drained from my work.	.879	
Personality Types (A)	I must get things finished once started.	.624
	I am highly competitive.	.703
	I am always going full speed ahead.	.724
	I am vigorous and forceful in speech (uses a lot of gestures).	.652
	I am ambitious; wants quick advancement at job.	.687
	I often set my deadlines.	.597
	I often judge performance in terms of numbers.	.685
Personality Types (B)	I am casual about work.	.786
	I am calm and unhurried about appointments.	.575
	I listen well; lets others finish speaking.	.741
	I take one thing at a time.	.764

The factor loadings for all the constructs are presented in table 5.4.3. PCA extracts one component for each construct of workplace ostracism (consists on 10 items), job burnout (consists on 13 items), and personality Types (consists on 11 items). The extracted values of loadings of all the items used in the study vary from 0.53 to 0.90 above the bare minimum suggested value (0.40) by IS research. Hence, the overall results of the factor analysis satisfy the criteria of construct validity of the data.

Table 5.5. Job Burnout is Dependent Variable

Regressor	Coefficient	Standard Error	t - Ratio	Sig.
Constant	8.471	.045	.000	.876
Workplace Ostracism	.620	.045	13.658*	.000*

Note: “*” & “**” shows the level of significance at 0.01 and 0.05 respectively

Necessary Statistics

R ²	Adj. R ²	F - Statistic	Prob. (F - Statistic)
.384	.382	186.546	.000 ^a

Table 5.5 represents the regression results for workplace ostracism (independent variable) and job burnout (dependent variable). Results shows that workplace ostracism has positive significant (p<0.01) effect on job burnout. In Regression analysis the value of R2 (.384) shows that workplace ostracism explaining 38% of the variance regarding job burnout. However, this can also be confirmed through coefficient value of beta ($\beta = .620$, Std.error = .045 and F= 186.546 at p<0.01).Therefore, H1 (Workplace ostracism has significant impact on the teacher burnout) is supported. This study tried to find if personality type (A & B) functioned as moderator by hierarchical regression analysis. In Step 1, job burnout was treated as a dependent variable, and workplace ostracism and personality type (A & B) as independent variables for regression analysis. In Step 2, “product workplace ostracism and personality type (A & B)” was treated as an independent variable for regression analysis.

Table 5.6. Hierarchical Regression Analysis for Moderating effect of personality types with job burnout and workplace ostracism.

Values	Step 1		Step 2	
	Beta	P Values	Beta	P values
Constant	4.539	0.12	0.256	0.01
Job burnout	0.186	0.11	0.523	0.02
Personality Types (A & B)	0.435		0.230	0.04
Cross product of Job burnout and Personality Types (A & B)			0.289	0.01
R square	0.132		0.162	
Significance level of F	0.00		0.00	

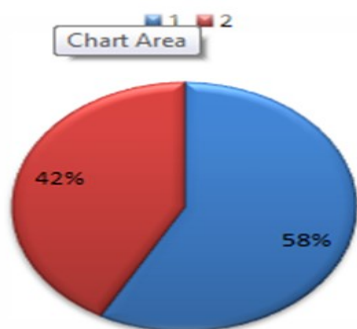
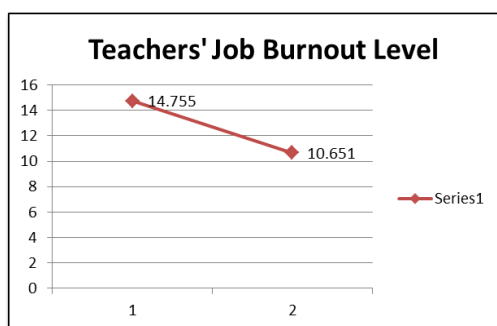
As seen in Table 5.6., according to the regression analytical result in Step 1, workplace ostracism and personality type (A & B) significantly influenced job burnout. In other words, the more the workplace

ostracism or personality type was, the more the perceived job burnout would be. From the regression analytical result in Step 2, the product of workplace Ostracism and personality type (A & B) significantly influenced job burnout (Beta=0.289, $p < 0.05$), while explained variance increased by 16%. Therefore, H2 (there is a moderating effect of personality type between workplace ostracism and job burnout) was supported.

Table 5.7. Independent Sample T-Test

Personality Type		N	Sig. Value	Mean	Standard Deviation	Standard Error Mean
Job Burnout	Personality Type A	150	0.009	14.755	6.0315	1.03456
	Personality Type B	150		10.651	6.6861	1.0475

Independent sample T test was used to compare the role of Personality type (A & B) in Job burnout of employees of higher education sector. The independent variable 'Personality type' has two categories: Type A and Type B. As seen in Table 5.7 and figure 2 that Personality Type A has different degree of Job burnout as compared to Personality Type B ($p < 0.05$). From the output of Table 5.7., it had been identified that Personality Type A had higher degree of Job burnout (as Mean Value= 14.755). While personality Type B had lower degree of Job burnout (as Mean Value= 10.651).



The above-mentioned line and pie charts show the comparison of burnout level of employees having personality type A & B. The characteristics of personality types are mentioned in questionnaire and methodology portion. The above graph shows that on x-axis it shows the personality types and on y-axis, it shows mean value of job burnout level of teachers due to workplace ostracism. The mean values show that personality type A (14.755: 58%) has high level of burnout as compared to personality type B (10.651:42%).

This lead to conclude that employees with personality Type A has majorly influenced by workplace ostracism and lead to high level of Job burnout as compared to personality Type B who were less influenced by workplace ostracism and lead to less Job burnout.

Hence, H3 (Type A personality will intensify the effect of workplace ostracism on job burnout tendencies among the teachers of higher education sector) and H4 (Type B personality will lessen the effect of workplace ostracism on job burnout tendencies among the teachers of higher education sector) were accepted.

V. DISCUSSION

This paper examines the effect of workplace ostracism on teacher burnout with moderating role of personality type (A & B). Our study is unique as it identifies the personality of ostracist (Teachers) either A or B and then compare the moderating effect of their personalities on teacher's burnout. Present study has applied PCA taking variable (independent, dependent and moderating variables), which demonstrates that only one principle component is extracted from all the given items (detail given in Table 5.4.2). Although, the first research question of this study is to investigate the extent of teacher's burnout due to the effect of workplace ostracism in higher education sector of Pakistan. The finding of this study shows that there exists a positive significant role of workplace ostracism on teacher's burnout as ($\beta = .620$, $p < 0.01$) refer to table 5.6.). The current study supports the results of Sulea, Virga et al. (2012) regarding the level of ostracism burnout at workplace.

Second research question is to examine the controlling effect of personality types either A or B on the intensity of ostracism burnout at workplace. For this purpose, this study applied hierarchal regression analysis; the findings shows that personality type A and B has a strong moderating effect on the relationship of

workplace ostracism and teacher's burnout ($\beta = .289$, $p < 0.01$) refer to table 5.7.). The major concern and uniqueness of this study is to make the comparison of ostracism burnout level on the base of their personality types A or B. To get the response against the above mentioned research question, the study has applied independent sample T test. The factual output of the T-test declares that teachers of personality type A having high level of job burnout due to workplace ostracism as compared to personality type B ((Mean value of personality type A = 14.755 and Mean value of personality type B = 10.651, $p = 0.009$) refer to table 5.8.). The study has proved that the ostracism having personality type A are the individuals' who are hasty, action oriented, antagonistic, intolerant and more prone to emotional exhaustion. And the ostracism of personality type A are more receptive to high level of burnout. These people can't ignore the mistreatment with them regardless of their entire efforts for the organizational output. They need more and immediate appreciation for their initiatives in organizational achievements. On the other hand, the Personality type B ostracism are more calm and quiet, they aren't really concerned or bother about the supervisor, colleagues or organizational ignorance about his/her efforts. They focus on long term output neither on quick and short term response. Research results point out that most teachers in higher education sector of Pakistan has emotional exhaustion and burnout, resulting in a lack of energy, aggravation, and tension due to workplace ostracism. Thus, they cannot fulfil their job expectations. Although, stress from any source is misunderstood as anti-situation. Even though, moderate level of stress increases one's energy to meet difficulties. The focus should be on the ways or strategies to cope with stress efficiently in order to avoid its disadvantageous effect. This study offers number of suggestions to HR practitioners and guidelines to policy makers by presenting new insight into the relations of ostracism, personality types and burnout. Results showed that personality type A intensifies the relation between ostracism on teacher burnout.

Hence, it is suggested that HR practitioners should devise such strategies those lessen the effect of ostracism on burnout especially for personality type A who are more vulnerable to disadvantageous effect of ostracism. They should ensure teachers' participation in social activities and projects that require their involvement. Moreover, participation in decision-

making may reduce the likelihood of ostracism to arise. Education industry should understand the role of individual differences and interventions aimed at burnout prevention. Personality type A teachers should be given more counseling sessions and behavioral modifying trainings. Universities can arrange seminars on stress handling techniques that discuss sources of stress, stress coping strategies and the adverse effects on mental and physical well-being. Training on managing cognitive behaviors, emotional intelligence, time management, personality development, interpersonal and intrapersonal skills can be given. Various techniques for instance yoga, physical exercises, games, listening to music, watching movies, enjoying with nature and friends, travelling, ideal use of leisure time and sound sleep can be used for managing stress. Outdoor activities, national/international tours, get to gather/parties, Annual Gala and dinner should be organize for teachers. Administration should assign the duties as per individual's abilities and resources. Adequate Type A behavior may exhibit reduced level of burnout.

VI. CONCLUSION

The research finds empirical evidence regarding the relationship between workplace ostracism and Job burnout. Moreover, we find the moderation effect of personality Type A and B between these selected variables (workplace ostracism and Job burnout). This study provides the unique feature about the comparison of job burnout level of individuals having personality type A and B due to workplace ostracism. The results of the study declare the significant positive relationship between workplace ostracism and Job burnout. It has also been proved that personality type A and B strongly moderates the relationship between the workplace ostracism and Job burnout. As per our unique feature, we found that individuals having personality type A has more tendencies to high level of Job burnout due to workplace ostracism. While personality type B has no strong effect of workplace ostracism on Job burnout. So, it is concluded that personality type A individuals are more sensitive to the organizational concerns and issues. While, the individuals of personality type B are relatively chilled and never effected by minor incidents within the organization.

This study has some limitations as like other researches. First, only private universities teachers of single city (Lahore in Pakistan) were included as respondents that

limit generalizability of the study. Second, current study does not differentiate samples based on teacher's experience, gender and seniority levels. Inclusion of these demographic factors can enrich the scope of study. Third, this study has taken personality type A and B only whereas, other personality types (such as personality type C & D, proactive personality) also exist but only mainstream of personality types has been included.

Further research may include diverse samples of teachers (i.e., level, gender, experience, education or specific aspects of teaching) in order to have more specific analysis of teaching profession. Further research could use other types of interpersonal mistreatment (incivility, harassment, interpersonal conflict) and dimensions of burnout with resulting negative behavioral and health related outcomes. Exploring the strategies to prevent or reduce the unwanted effects of ostracism and burnout can also be a good idea.

VII. REFERENCES

- [1]. Abbas, M., Raja, U., Darr, W., & Bouckennooghe, D. (2012). Combined effects of perceived politics and psychological capital on job satisfaction, turnover intentions, and performance. *Journal of Management*, 0149206312455243.
- [2]. Advani, J. Y., Garg, A. K., Jagdale, S., & Kumar, R. (2005). Antecedents and Consequences of Burnout In Services Personnel: A Case of Indian Software Professionals. Available at SSRN 882390.
- [3]. Aiken, L. S., & West, S. G. (1991). Multiple regression. Beverly Hills: Sage Publishing.
- [4]. Alarcon, G., Eschleman, K. J., & Bowling, N. A. (2009). Relationships between personality variables and burnout: A meta-analysis. *Work & Stress*, 23(3), 244-263.
- [5]. Bakker, A. B., & Demerouti, E. (2007). The job demands-resources model: State of the art. *Journal of managerial psychology*, 22(3), 309-328.
- [6]. Bakker, A. B., Demerouti, E., & Verbeke, W. (2004). Using the job demands-resources model to predict burnout and performance. *Human resource management*, 43(1), 83-104.
- [7]. Brunson, B. I., & Matthews, K. A. (1981). The Type A coronary-prone behavior pattern and reactions to uncontrollable stress: An analysis of performance strategies, affect, and attributions during failure. *Journal of personality and social psychology*, 40(5), 906.
- [8]. Chang, M.-L. (2009). An appraisal perspective of teacher burnout: Examining the emotional work of teachers. *Educational Psychology Review*, 21(3), 193-218.
- [9]. Choo, F. (1986). job stress, job-performance, and auditor personality-characteristics. *auditing-a journal of practice & theory*, 5(2), 17-34.
- [10]. Chow, R. M., Tiedens, L. Z., & Govan, C. L. (2008). Excluded emotions: The role of anger in antisocial responses to ostracism. *Journal of Experimental Social Psychology*, 44(3), 896-903.
- [11]. Cordes, C. L., & Dougherty, T. W. (1993). A review and an integration of research on job burnout. *Academy of management review*, 18(4), 621-656.
- [12]. Cortina, L. M., Magley, V. J., Williams, J. H., & Langhout, R. D. (2001). Incivility in the workplace: incidence and impact. *Journal of occupational health psychology*, 6(1), 64.
- [13]. Cropanzano, R., Rupp, D. E., & Byrne, Z. S. (2003). The relationship of emotional exhaustion to

- work attitudes, job performance, and organizational citizenship behaviors. *Journal of Applied Psychology*, 88(1), 160.
- [14]. Davis, H. A. (2003). Conceptualizing the role and influence of student-teacher relationships on children's social and cognitive development. *Educational Psychologist*, 38(4), 207-234.
- [15]. Deery, S., Walsh, J., & Guest, D. (2011). Workplace aggression: the effects of harassment on job burnout and turnover intentions. *Work, Employment & Society*, 25(4), 742-759.
- [16]. Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands-resources model of burnout. *Journal of Applied Psychology*, 86(3), 499.
- [17]. DeWall, C. N., Twenge, J. M., Gitter, S. A., & Baumeister, R. F. (2009). It's the thought that counts: The role of hostile cognition in shaping aggressive responses to social exclusion. *Journal of personality and social psychology*, 96(1), 45.
- [18]. Dormann, C., & Zapf, D. (2004). Customer-related social stressors and burnout. *Journal of occupational health psychology*, 9(1), 61.
- [19]. Eisenberger, N. I., & Lieberman, M. D. (2004). Why rejection hurts: a common neural alarm system for physical and social pain. *Trends in cognitive sciences*, 8(7), 294-300.
- [20]. Fernet, C., Guay, F., Senécal, C., & Austin, S. (2012). Predicting intraindividual changes in teacher burnout: The role of perceived school environment and motivational factors. *Teaching and Teacher Education*, 28(4), 514-525.
- [21]. Ferris, C. F., Stolberg, T., Kulkarni, P., Murugavel, M., Blanchard, R., Blanchard, D. C., . . . Simon, N. G. (2008). Imaging the neural circuitry and chemical control of aggressive motivation. *BMC neuroscience*, 9(1), 111.
- [22]. Ferris, D. L., Brown, D. J., Berry, J. W., & Lian, H. (2008). The development and validation of the Workplace Ostracism Scale. *Journal of Applied Psychology*, 93(6), 1348.
- [23]. Fisher, R. T. (2001). Role stress, the type A behavior pattern, and external auditor job satisfaction and performance. *Behavioral Research in Accounting*, 13(1), 143-170.
- [24]. Fogarty, T. J. (2000). of Burnout in Accounting: Beyond the Role Stress Model. *Behavioral Research in Accounting*, 12.
- [25]. Fox, S., & Stallworth, L. E. (2005). Racial/ethnic bullying: Exploring links between bullying and racism in the US workplace. *Journal of Vocational Behavior*, 66(3), 438-456.
- [26]. Friedman, M., & Rosenman, R. H. (1974). *Type A behavior and your heart*: Knopf New York.
- [27]. Glaser, B. G. (1978). *Advances in the methodology of grounded theory: Theoretical sensitivity*: Mill Valley, CA: Sociology Press.
- [28]. Grandey, A. A., & Cropanzano, R. (1999). The conservation of resources model applied to work-family conflict and strain. *Journal of Vocational Behavior*, 54(2), 350-370.
- [29]. Gruter, M., & Masters, R. D. (1986). Ostracism as a social and biological phenomenon: An introduction. *Ethology and Sociobiology*, 7(3), 149-158.
- [30]. Guglielmi, R. S., & Tatro, K. (1998). Occupational stress, burnout, and health in teachers: A methodological and theoretical analysis. *Review of educational research*, 68(1), 61-99.
- [31]. Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2006). Burnout and work engagement among teachers. *Journal of school psychology*, 43(6), 495-513.
- [32]. HAQ, I. U. workplace ostracism and job outcomes: moderating effects of psychological capital.
- [33]. Heaphy, E. D., & Dutton, J. E. (2008). Positive social interactions and the human body at work: Linking organizations and physiology. *Academy of management review*, 33(1), 137-162.
- [34]. Hinton, D. E., Pham, T., Tran, M., Safren, S. A., Otto, M. W., & Pollack, M. H. (2004). CBT for Vietnamese refugees with treatment-resistant PTSD and panic attacks: A pilot study. *Journal of traumatic stress*, 17(5), 429-433.
- [35]. Hitlan, R. T., Clifton, R. J., & DeSoto, M. C. (2006). Perceived exclusion in the workplace: The moderating effects of gender on work-related attitudes and psychological health. *North American Journal of Psychology*, 8(2), 217-236.
- [36]. Hitlan, R. T., Kelly, K. M., Schepman, S., Schneider, K. T., & Zárate, M. A. (2006). Language exclusion and the consequences of perceived ostracism in the workplace. *Group Dynamics: Theory, Research, and Practice*, 10(1), 56.
- [37]. Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American psychologist*, 44(3), 513.
- [38]. Hobfoll, S. E. (2001). The influence of culture, community, and the nested-self in the stress process: advancing conservation of resources theory. *Applied Psychology*, 50(3), 337-421.
- [39]. Hough, L. M., & Schneider, R. (1996). Personality traits, taxonomies, and applications in organizations. *Individual differences and behavior in organizations*, 31-88.

- [40]. Jackson, J. M., & Saltzstein, H. D. (1958). The effect of person-group relationships on conformity processes. *The Journal of Abnormal and Social Psychology*, 57(1), 17.
- [41]. Jones, E. E., & Kelly, J. R. (2010). "Why am i out of the loop?" Attributions Influence Responses to Information Exclusion. *Personality and Social Psychology Bulletin*, 36(9), 1186-1201.
- [42]. Kalbers, L. P., & Fogarty, T. J. (2005). Antecedents to internal auditor burnout. *Journal of Managerial Issues*, 101-118.
- [43]. Kamaraj, K. Job Burnout and Personality Typology of IT Employees in Chennai.
- [44]. Khan, S. (2011). Relationship of job burnout and type a behaviour on psychological health among secretaries. *International Journal of Business and Management*, 6(6), p31.
- [45]. Kokkinos, C. M. (2007). Job stressors, personality and burnout in primary school teachers. *British Journal of Educational Psychology*, 77(1), 229-243.
- [46]. Landy, F. J. (1989). *Psychology of work behavior*: Thomson Brooks/Cole Publishing Co.
- [47]. Leary, M. R., Twenge, J. M., & Quinlivan, E. (2006). Interpersonal rejection as a determinant of anger and aggression. *Personality and Social Psychology Review*, 10(2), 111-132.
- [48]. Lee, C., Ashford, S. J., & Bobko, P. (1990). Interactive effects of "Type A" behavior and perceived control on worker performance, job satisfaction, and somatic complaints. *Academy of Management Journal*, 33(4), 870-881.
- [49]. Lee, K., & Allen, N. J. (2002). Organizational citizenship behavior and workplace deviance: the role of affect and cognitions. *Journal of Applied Psychology*, 87(1), 131.
- [50]. Lee, R. T., & Ashforth, B. E. (1996). A meta-analytic examination of the correlates of the three dimensions of job burnout. *Journal of Applied Psychology*, 81(2), 123.
- [51]. Leiter, M. P., Frizzell, C., Harvie, P., & Churchill, L. (2001). Abusive interactions and burnout: Examining occupation, gender, and the mediating role of community. *Psychology & health*, 16(5), 547-563.
- [52]. Leiter, M. P., & Maslach, C. (1988). The impact of interpersonal environment on burnout and organizational commitment. *Journal of organizational Behavior*, 9(4), 297-308.
- [53]. Leiter, M. P., & Maslach, C. (2009). Nurse turnover: the mediating role of burnout. *Journal of nursing management*, 17(3), 331-339.
- [54]. LePine, J. A., Podsakoff, N. P., & LePine, M. A. (2005). A meta-analytic test of the challenge stressor-hindrance stressor framework: An explanation for inconsistent relationships among stressors and performance. *Academy of Management Journal*, 48(5), 764-775.
- [55]. Leung, A. S., Wu, L., Chen, Y., & Young, M. N. (2011). The impact of workplace ostracism in service organizations. *International Journal of Hospitality Management*, 30(4), 836-844.
- [56]. Maslach, C., Jackson, S. E., & Leiter, M. P. (1986). *Maslach Burnout Inventory*. Palo Alto: CA: Consulting Psychologists Press.
- [57]. Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual review of psychology*, 52(1), 397-422.
- [58]. O'reilly, j., & Robinson, s. L. (2009). The negative impact of ostracism on thwarted belongingness and workplace contributions. *Academy of Management Proceedings*.
- [59]. Pradhan, M., & Misra, N. (1996). Gender differences in type a behaviour pattern-burnout relationship in medical professionals. *psychological studies-university of calicut*, 41, 4-9.
- [60]. Prinstein, M. J., & Aikins, J. W. (2004). Cognitive moderators of the longitudinal association between peer rejection and adolescent depressive symptoms. *Journal of abnormal child psychology*, 32(2), 147-158.
- [61]. Rook, K. S. (1984). Research on social support, loneliness, and social isolation: Toward an integration. *Review of Personality & Social Psychology*.
- [62]. Santavirta, N., & Solovieva, S. (2007). The association between job strain and emotional exhaustion in a cohort of 1,028 Finnish teachers. *British Journal of Educational Psychology*, 77(1), 213-228.
- [63]. Schachter, S. (1951). Deviation, rejection, and communication. *The Journal of Abnormal and Social Psychology*, 46(2), 190.
- [64]. Schaufeli, W. B., & Bakker, A. B. (2004). Job demands, job resources, and their relationship with burnout and engagement: A multi-sample study. *Journal of organizational Behavior*, 25(3), 293-315.
- [65]. Schaufeli, W. B., Leiter, M. P., & Maslach, C. (2009). Burnout: 35 years of research and practice. *Career Development International*, 14(3), 204-220.
- [66]. Schaufeli, W. B., & Taris, T. W. (2005). The conceptualization and measurement of burnout: Common ground and worlds apart The views expressed in *Work & Stress Commentaries* are those of the author (s), and do not necessarily represent those of any other person or organization, or of the journal. *Work & Stress*, 19(3), 256-262.

- [67]. Shirom, A. (2003). Feeling vigorous at work? The construct of vigor and the study of positive affect in organizations. *Research in occupational stress and well-being*, 3, 135-164.
- [68]. Sliter, M., Jex, S., Wolford, K., & McInnerney, J. (2010). How rude! Emotional labor as a mediator between customer incivility and employee outcomes. *Journal of occupational health psychology*, 15(4), 468.
- [69]. Sliter, M. T., Pui, S. Y., Sliter, K. A., & Jex, S. M. (2011). The differential effects of interpersonal conflict from customers and coworkers: Trait anger as a moderator. *Journal of occupational health psychology*, 16(4), 424.
- [70]. Sommer, K. L., Williams, K. D., Ciarocco, N. J., & Baumeister, R. F. (2001). When silence speaks louder than words: Explorations into the intrapsychic and interpersonal consequences of social ostracism. *Basic and Applied Social Psychology*, 23(4), 225-243.
- [71]. Spence Laschinger, H. K., Leiter, M., Day, A., & Gilin, D. (2009). Workplace empowerment, incivility, and burnout: Impact on staff nurse recruitment and retention outcomes. *Journal of nursing management*, 17(3), 302-311.
- [72]. Sulea, C., Virga, D., Maricutoiu, L. P., Schaufeli, W., Dumitru, C. Z., & Sava, F. A. (2012). Work engagement as mediator between job characteristics and positive and negative extra-role behaviors. *Career Development International*, 17(3), 188-207.
- [73]. Sundstrom, E., McIntyre, M., Halfhill, T., & Richards, H. (2000). Work groups: From the Hawthorne studies to work teams of the 1990s and beyond. *Group Dynamics: Theory, Research, and Practice*, 4(1), 44.
- [74]. Taris, T. W., Horn, J. E. V., Schaufeli, W. B., & Schreurs, P. J. (2004). Inequity, burnout and psychological withdrawal among teachers: A dynamic exchange model. *Anxiety, Stress & Coping*, 17(1), 103-122.
- [75]. Taris, T. W., Schreurs, P. J., & Van Iersel-Van Silfhout, I. J. (2001). Job stress, job strain, and psychological withdrawal among Dutch university staff: towards a dualprocess model for the effects of occupational stress. *Work & Stress*, 15(4), 283-296.
- [76]. Twenge, J. M., Baumeister, R. F., Tice, D. M., & Stucke, T. S. (2001). If you can't join them, beat them: effects of social exclusion on aggressive behavior. *Journal of personality and social psychology*, 81(6), 1058.
- [77]. Utami, I., & Nahartyo, E. (2013). Auditors' personality in increasing the burnout. *Journal of Economics, Business, and Accountancy| Ventura*, 16(1).
- [78]. Van Beest, I., & Williams, K. D. (2006). When inclusion costs and ostracism pays, ostracism still hurts. *Journal of personality and social psychology*, 91(5), 918.
- [79]. Vardi, Y., & Weitz, E. (2003). *Misbehavior in organizations: Theory, research, and management*: Psychology Press.
- [80]. vladuț, c. i., & kallay, e. (2011). Psycho-emotional and organizational aspects of burnout in a sample of Romanian teachers. *Cognitie, Creier, Comportament/Cognition, Brain, Behavior*, 15(3).
- [81]. Williams, K. D. (1997). *Social ostracism Aversive interpersonal behaviors* (pp. 133-170): Springer.
- [82]. Williams, K. D. (2007). *Ostracism*. *Psychology*, 58(1), 425.
- [83]. Williams, K. D., Bernieri, F. J., Faulkner, S. L., Gada-Jain, N., & Grahe, J. E. (2000). The Scarlet Letter study: Five days of social ostracism. *Journal of Personal & Interpersonal Loss*, 5(1), 19-63.
- [84]. Williams, K. D., Cheung, C. K., & Choi, W. (2000). Cyberostracism: effects of being ignored over the Internet. *Journal of personality and social psychology*, 79(5), 748.
- [85]. Williams, K. D., & Wesselmann, E. D. (2011). The link between ostracism and aggression. *The psychology of social conflict and aggression*, 37-51.
- [86]. Wisniewski, L., & Gargiulo, R. M. (1997). Occupational stress and burnout among special educators: A review of the literature. *The Journal of Special Education*, 31(3), 325-346.
- [87]. Wright, T. A., & Hobfoll, S. E. (2004). Commitment, Psychological Well-Being and Job Performance: An Examination of Conservation of Resources (COR) Theory and Job Burnout. *Journal of Business & Management*, 9(4).
- [88]. Wu, L. Z., Yim, F. H. k., Kwan, H. K., & Zhang, X. (2012). Coping with workplace ostracism: The roles of ingratiation and political skill in employee psychological distress. *Journal of Management Studies*, 49(1), 178-199.