"ORGANIZATIONAL CULTURE AND JOB BURNOUT – A REVIEW"

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ABSTRACT

Today, in the era of global economic recession due to the recent crisis, the main roots of work stress are feelings of insecurity and threat on behalf of employee. This is because these factors can very easily lead to a point of fear and panic. But especially these days, stress at work cannot be analyzed separately and independently of other factors. Most employees experiencing bitterness and frustration and scientists believe that there is a strong evidence of increased pressure that may lead to burnout syndrome. The syndrome does not appear suddenly as an acute disorder or stroke. Instead, it is a problem which occurs over time, if the conditions entailing persist and torment the person. Every job position involves certain forms of behavior that is expected to be "exhibited" by the person who works in a certain sector. Things are not quite as simple as they seem at first, because specified forms of behavior are not always clear and unambiguous and are often contradictory. The "exercise" of a role within an organization can be linked to stress when requirements and expectations of the individual are in conflict to the requirements and expectations of the organization. But strategies of organizational culture may help to overcome such situations and may help employees to reduce the level of stress in their job.

KEYWORDS: Organizational Culture, Job Burnout, Burnout Syndrome

INTRODUCTION

Burnout Syndrome applies to all employees. It refers to psycho-emotional conflict between human existence and the object of his work. Within his working environment, the person is often alienation due to values, dignity, spirit and desires. It is a syndrome of emotional, physical and mental fatigue and is the reaction of employee's chronic interpersonal stress of work which is defined by three parameters: cynicism, exhaustion and ineffectiveness. The research and understanding of the syndrome are important, because failure to address leads to low efficiency of the employee, but also to psychological, physical and spiritual effects on the person which shouldn't be overlooked. It is therefore important to identify the factors that contribute to the development of the syndrome. The rhythms of life and economic competitiveness lead to spread in many work contexts.

In the influence and growth of the phenomenon contributes organizational culture, a set of beliefs, values, customs, traditions and practices which are experiences and beliefs of all members of an organization. The expectations of the culture create standards of acceptable behavior and ways of carrying out tasks. Organizational culture is proportional to one's personality i.e, as a person, so the organization can be described as conservative / progressive, stable / dynamic, controlled / uncontrolled etc.

Culture affects the way in which members of an organization are linked to each other, and also their relationship with other people who are not part of the organization. So therefore, we can associate organizational culture and job burnout and define the assumption that "bad" organizational culture also means increasing level of burnout syndrome.

LITERATURE REVIEW

Definition of Burnout Syndrome

Job burnout is the most excessive type of occupational stress in which the employee experiences physical, mental and emotional exhaustion, caused by long term exposure and involvement in emotionally demanding situations (Maslach, 1993). Job burnout is experienced by employees in their everyday interactions with colleagues and customers and can be attributed both to individual and organizational factors. Maslach (2003) defined job burnout as a means of reducing employees physical and psychological energy and leading them to exhaustion. In particular, Maslach and Jackson (1981) distinguished three aspects of job burnout: 1. Emotional Exhaustion, which refers to the employee's feeling of mental fatigue that makes him/ her lack the energy to invest and dedicate to his/ her work, 2. Depersonalization, which includes the person's negative behavior towards colleagues and customers, creation of impersonal relationships and withdrawal, and 3. Reduced sense of personal accomplishment, which is the reduction of the employee's efficiency, productivity and self-efficacy, and is likely to result to his/ her resignation (Maslach, 2003; Maslach & Jackson, 1981)).

Emotional exhaustion refers to a phenomenon of someone feeling emotional exhausted and "drained" because of his/her daily contact with other people (Maslach & Jackson, 1986). The emotional exhaustion/burnout is a work-related stress that mostly appears to workers that communicate extensively in person with other people. As a result, they feel ineffective and unable to meet the needs of people as they could in the past, and perceive their work as a torture, which makes it difficult and unable to endure another work day (Cavous & Demir, 2010). Burnout syndrome has prompted many scientists to engage. They have been through, over the years, various theories about it. According to Dr. Freudenberger, (1975) burnout is a state of fatigue or exhaustion caused by devotion to a cause, a way of life or a relationship that fails to yield an expected reward. Syndrome is directly related to the degree of commitment that individual has, in his job and the frustration experienced by the failure to achieve its objectives. The lack of variety and insufficient feedback often encounter employees contribute to the emergence and development of this syndrome (Freudenberger, 1975; Koustelios & Kousteliou, 2001).

Potter (1998) added that "it is a disorder of interest in work that results in a progressive inability to mobilize the forces and capabilities of the employee." He focuses on the spread of fatigue in different fields of life. The employee, who is experiencing burnout at work, also ceases to have energy for any other activities. In the appearance of syndrome difficult subsides. An employee having learned to work automatically and without other incentives is alienated towards work and struggling to recover even if the conditions of work improved (Potter, 1998).

Maslach, Shaufeli & Leiter (2001) identified three characteristics of people with burnout which constitute diagnostic criteria. People with this syndrome exhibit cynicism towards work, the sense of physical and emotional exhaustion and decline in profitability. Of the three features, the easier the diagnosis and what most concede is the physical and emotional fatigue/burnout. Cynicism occurs as a means of defense against the intense and constant stress of work. The person is trying to create distance between himself and his work, and since he cannot succeed in a natural way, emotionally distancing himself from it. Finally, inefficiency is the result of fatigue and cynicism because it is impossible for an employee to feel effective when experiencing burnout and attitude to work with cynicism. As mentioned above, increased burnout contributes to the organizational culture in any organization (Maslach, Shaufeli, & Leiter, 2001).

The term organizational culture is relatively new. Began to be used, in recent years, to refer to concepts previously covered, more or less, by terms as "social norms", "roles", "values of an organization", "organizational climate". The term "culture" is considered to be more comprehensive and more impactful. The beginning of the concept "organizational

culture" and the replacement of the previous terms with this starts expanding in America during the 1970s and 1980s (Van Tonder & Williams, 2009). As each state has its own culture or cultural values, likewise every organization has its culture. Organizational culture is a set of values, beliefs, standards, assumptions and thoughts, accepting all members of an organization. The cultural elements are transferred to the new members, who are taught how to perceive, to think and feel in the organization. In other words, the culture shows how things are carried out within the company (Tomic, Evers, & Brouwers, 2004).

Generally, organizational culture guides the behavior of members and affects the work they do. The communication and leadership style performed by the manager in the company is affected by the organizational culture. The processes of innovation, decision making, communication, performance measurement, etc., vary greatly from company to company and these differences are due to organizational culture. Organizational culture can be diagnosed by observing the behavior of people at work and with the process of job interview (Pico, 2006; Koustelios & Bagiatis, 1997).

Nevertheless, there hasn't been a clear and precise definition that is universally accepted by scholars and researchers. Schein (1990), stated that there is no consensus among scholars on what it means or what it should mean "organizational culture", in what method should be recorded and measured, or how is connected with the more traditional industrial and organizational theories and in what ways could be used in our efforts to help companies (Schein, 1990).

Organizational culture exists equally in three levels: in the first level, there are visible results of the activity and behavior of members of an organization, in the second level, there are the values that regulate the organization and in the third level, there are basic assumptions, which are and the essence of the culture of a company. Schein (1985) defined organizational culture as a framework of basic assumptions that a particular group of people has invented, discovered or developed in order to deal with the problems (Schein, 1985).

These problems may be problems of external adaptation and internal problems of assimilation and the team has worked out the plan so well that is considered valuable and for this reason, teach the new members of the organization the correct method of perception, thinking and feeling to solve all problems (Riaz, Akram, & Ijaz, 2011).

There have been several attempts to give a definition of organizational culture. The most comprehensive and generally accepted is the one who gives Schein, (1991). "Organizational culture is: 1) A set of commonly accepted and key assumptions, 2) invented, discovered or developed by a particular group 3) as it (company) learns to deal with problems relating to external adaptation and internal integration, 4) which have worked well enough to be considered valid and therefore, 5) must be taught to new members of the team as 6) the correct way of perceiving, thinking and feeling for addressing the problems." (Schein, 1991)

Job burnout is considered to be one of the most popular survey areas of organizational and occupational psychology (Koustelios & Kousteliou, 2001). This remark can be explained by the fact that job satisfaction is an emotion that affects many aspects of everyday life and it is considered to be connected with employees job motives, attitudes and personal values (Kantas, 1993). Therefore, emotional exhaustion and loss of personal accomplishment lead to an employee's negative opinions and behavior at work increase his/ her anxiety and affect his/ her everyday activities, mood and relationships. In their attempt to categorize the causes of job burnout Anagnostopoulos & Papadatos (1992) have suggested three different approaches: 1. Job burnout as a result of adverse working conditions, 2. Job burnout as a result of specific factors of the working environment and 3. Job burnout as a result of individual factors (Anagnostopoulos & Papadatos, 1992). At any case, job burnout is related to job satisfaction, job commitment and personal well-being (as referred in Koustelios & Kousteliou, 2001).

Job burnout may both affect and be affected by internal and external factors. Internal factors may include the employee's individual features, personality, values and attitudes, effectiveness, self-control, occupational expectations, as well as the length of employment, the social support, the family structure, the responsibility of the individual and the emotional stability. External factors may include the excessive workload, the pressure of the job, the organizational status/culture (Schaufeli & Baker, 2004), the lack of justice and values, the lack of job security, the lack of opportunities for promotion, etc. (Cavous & Demir, 2010).

Job burnout can have serious impacts on both physical and mental health of the individual and the professional and personal life. More specifically, regarding the impact on someone's career, it can vary from one having the inclination to resign, often being absent from the work place, being indifferent to the job, having no moral values and barriers and not being satisfied by its profession (Van Tonder & Williams, 2009). Also, the literature has documented that there is a correlation between burnout and heart attacks (Angerer, 2003), physical exhaustion and illness, with family problems and increased use of alcohol and drugs (Koeske & Koeske, 1989). Furthermore, according to Maslach and Jackson (1981) it is likely for someone to show up psychological problems because of the job burnout that he/she is experiencing. Specifically, various research have found that burnout can cause psychosomatic problems, insomnia and depression, which contribute to the worsening of the problem and decreasing the efficiency and productivity of the individual (Gill, Flaschner, & Shachar, 2006).

HISTORY OF BURNOUT

In the mid-1970s the United States began the first inquiries about the feelings of employees, which identify, describe and record the phenomenon and his great frequency. Early research focused on health professionals. Investigations initiated by the observation that after a while employees "emptied" of emotions and lose motivation and dedication. Then, there were the first definitions of the burnout Syndrome. The first period of investigations of the syndrome had two main directions: the mental health and social axis. With respect to the axis of mental health symptoms and focused on the issues of mental health. In social level, was investigated the relationship between provider and recipient of care (Schaufeli & Baker, 2004).

In this period, it became clear that there were certain elements that appear regularly in cases of occupational stress. Emotional difficulty detected in health professions, the cynicism which resulting from the efforts of employees to cope with the emotional stress and the alienation that put in their work relations. Also recorded the heavy workloads and the negative feedback they receive often by their clients as factors that contribute to burnout. This period was characterized by social, economic, cultural and historical factors that influenced the health system in the U.S., making health care one purely commercial affair, complicating the people who choose careers in order to raise their job satisfaction (Van Tonder & Williams, 2009). During the 1980s the study of the syndrome became more systematic and empirical. They were created and distributed measurement scales for assessing the degree of burnout of individuals with work fatigue, predominant was the measurement scale of Maslach (1991). In the development of surveys, in job burnout syndrome, helped industrial psychology considered that the syndrome is work-related stress associated with satisfaction, dedication to work and frustrations that may arise in working conditions and relations (Maslach, 1991).

In the 1990s, they were added and other guidance on burnout syndrome. The concept of syndrome widened and began to relate and other professions (military commanders, priests, teachers, etc). The measurement tools developed methodologically and statistically and long-term studies initiated on the effect of long-term effects of work stress, and to record the effectiveness of methods of combating (Ozturk, Tolga, Senol, & Günay, 2008).

CHARACTERISTICS OF BURNOUT SYNDROME

Figley (1997), recorded the areas of functioning of person's adversely affected by burnout:

In Cognitive Domain: The person who experiencing burnout syndrome is impaired in concentration, low self-esteem, apathy, stiffness, disorientation, perfectionism, preoccupation with traumatic experiences and ideas of self-destruction.

In an Emotional Level: The person presents feelings of weakness, guilt, anger, fear, sadness, depression. These are often accompanied by an emotional numbness or intense mood swings and increased sensitivity.

In a Behavior Level: The person shows impatience, social withdrawal, regressions to earlier stages of development, sleep disorders, nightmares, eating disorders, alertness. Finally, people are also more prone to accidents.

In Spiritual - Religious Level: The employee who is experiencing fatigue poses existential concerns as to the value of life, deny the purpose of living, loses hope, gets angry with the divine, denies his religious beliefs, he is skeptic and ceases to trusts himself.

In Interpersonal Relationships: The person may begin to isolate, to lose interest in relationships and sex, is skeptical, becomes overprotective parent or partner, raises in others anger or guilt, easily loses his patience, feels intense loneliness and engage in interpersonal conflicts.

In Psychosomatic Level: The person presents symptoms of shock, profuse sweating, accelerated respiration rate, increases the speed pulse, shortness of breath, muscle aches, dizziness, disorientation and other symptoms.

Finally, as to the Work Level: The person has low morale, not enough motivation; avoid fulfilling his duties, giving too much importance to immaterial details. His attitude to work is characterized by negativity, alienation and apathy. Not associated with their job, the quality of performance is low, irritable, involved in quarrelling with colleagues and avoids them (Figley, 1997).

THEORETICAL MODELS OF JOB BURNOUT

Most theoretical models attempting to explain the syndrome of occupational stress in the light of a dynamic interaction between the person and the environment. Many researchers argue that job burnout is mainly due to stressful and adverse business conditions and particularly the busy schedule, the lack of autonomy and authority, inadequate psychological support and authoritarian management of the organization. Others researchers emphasize the importance of individual factors, arguing that job burnout depends on the expectations that the employee has for himself and also from the section that he works (Nelson, 2005). Following is a summary of the most important models of job burnout:

Model of Edelwich & Brodsky (1980)

Edelwich & Brodsky (1980), described a series of four developmental stages of job burnout, which follows employee from the beginning of his career, specifically:

Excitement: Employee starts his career with enthusiasm. Once he has entered the professional arena he has too high goals and often unrealistic expectations. At this stage employee over- invests in his work, devoting his time and soul, while also over- invests in developing relationships with patients. As, however, finds that the work he produces does not meet his expectations he feels disappointment.

Doubt and Inertia: Then he passes to the second stage, that of doubt and inactivity. The everyday work belies his expectations, so they do not meet the needs of through his work. The worker blames himself for failure and tries more to invest in his profession, but without positive results. So gradually demystifies his work, not having yet still revised its expectations (Edelwich & Brodsky, 1980).

Disappointment and Frustration: Doubt and inaction succeeded by disappointment and frustration. The employee sees that his efforts to be completed through the work frustrated and leads to discouragement and frustration. To escape from the impasse must either revise expectations eventually either be removed from the work area, the source of that stress.

Apathy: The last stage of job burnout, described as apathy, the employee avoids any responsibility towards others, while trying to fight the disappointment and frustration causing his profession. Essentially continues to work for financial reasons, while invests little energy in his duties and ignores the needs of its customers, to cover the inadequacy he feels towards them (Edelwich & Brodsky, 1980).

INTERACTIVE MODEL OF CHERNISS (1980)

According to Cherniss (1980), burnout, is more like a "process" rather than a single "event", which follows three stages:

Stage of "Work Stress": This is a disruption between the required and available resources. The occupational stress/burnout is the result of this disruption in employee's external and internal environment, which is created when the available resources are not sufficient to satisfy, in an appropriate manner, personal goals and demands arising from the workplace. This imbalance can happen to any employee without necessarily lead to job burnout (Cherniss, 1980).

Stage of "Exhaustion": This is the emotional response to the previous imbalance, which manifests itself in the form of emotional exhaustion, stress, fatigue, boredom, lack of interest and apathy. The workplace is employee's source exhaustion, while attention is directed more "bureaucratic" aspects of cases relating mostly to incidents faced by healthcare professionals. The employee is in a state of constant tension, that if he does not manage it properly, it may lead to frustration and resignation (Cherniss, 1980).

Stage of "Defense Suffix": This is the stage where changes are made in the attitude and behavior of employee, which gradually de- invest emotionally his work and expresses cynicism and apathy about other colleagues and customers. These changes contribute to decline of physical and psychological consequences that occur, hoping to enable employee survive professionally (Cherniss, 1995).

MODEL OF THE THREE DIMENSIONS- MASLACH (1982)

According to classical definition of Maslach (1982), mentioned above, three main dimensions of burnout syndrome emerge that representing different categories of symptoms. The first dimension is called "emotional exhaustion" and includes feelings of mental and physical fatigue and loss of energy and mood. For the second dimension of burnout syndrome has prevailed the use of term "depersonalization", which describes the removal and employee's alienation from the customers and the establishment of impersonal, aggressive and cynical relationship with them. The third dimension is called "lack of personal achievement" and refers to the sense that employee acquires that he is unable to offer in the workplace and the consequent reduction in performance (Maslach, 1982).

MODEL OF PINES (1988)

Pines and her colleagues define job burnout, as a state of physical, emotional and mental exhaustion caused by long term exposure to emotionally demanding situations. However, they do not limit the application of burnout syndrome, as originally proposed, but rather exploring in areas such as family relations and political conflicts. The measurement that Pines applies (Burnout Measure) is removed from the original vision of burnout syndrome as co - occurs with symptoms of despair, hopelessness and low self-confidence and she is facing burnout as a one-dimensional concept assessed by one scale that gives a total score (Pines & Aronson, 1988).

Job Burnout and Demographic Characteristics

Like other phenomena linked to occupation, job burnout has been studied in comparison with individual and demographic features. In terms of gender, the studies of Cordes & Dougherty (1993), Günes, Bayraktar, & Kutanis, (2009), Kabuoh & Anazodo (2012), Lackritz (2004) and Öztürk et al. (2008) found that women are experiencing more often the job burnout syndrome than men. However, Gorji & Vaziri (2011) found that men bank employees experience burnout at larger amounts than women. Similarly a statistically significant difference in the frequency / quantity of burnout experienced by men and women, with the men experiencing it more intensely, was found in the study of Gorji & Vaziri (2011).

Similar results were found and in other studies (Sünter, Canbaz, Dabak, & Peksen, (2006); Unal, Karlıdağ, & Yoloğlu (2001). Also Cakınberk (2011) in his research that he had done for bank officials he found that among men and women is a statistically significant difference in the variable emotional exhaustion, with men experiencing greater amounts of emotional exhaustion than women. However, it was found no difference in the mean scores of depersonalization and personal accomplishment. Finally, there have been studies in which it was found that the factor sex/gender had absolutely no effect in the experienced amount of job burnout (Lackritz, 2004; Maslach et al., 2001). In the study of Belias et al. (2013), it was found that gender only affects the feelings of depersonalization and personal accomplishment where men feel more depersonalized and less fulfilled (personal accomplished) than women.

Regarding the factor age, some authors suggested that burnout can occur at various times of a person's career and has no direct relationship with the person's age (Lackritz, 2004). In their research Öztürk et al. (2008) found that there was no correlation or differentiation of the burnout experienced by the age factor. In contrast, in Gorji & Vaziri (2011) study, held among bank employees, it was found that the factor age affects the amount of burnout that it's being experienced by someone.

More specifically, it was observed an increase in the amount of the experienced burnout when there was an increase of age in the sample. Similar results were found in the studies of Tomic, Evers, & Brouwers, (2004), Lackritz (2004) and Ahola et al. (2005), where they found a statistically significant relationship between burnout and the factor age. Belias et al. (2013) found that younger people feel more emotionally exhausted than older ones. This probably appears because younger people that they lack of experience, let situations affect them more and also experience pressure from their workplace at greater lengths while they are trying to prove that they can carry out the role assigned to them. Additionally it was found that as the age and the experience increases so does the feeling of depersonalization. This result may be due to the fact that older people that they have all this experience and they have come in contact with so many customers over the years would now have lost interest in the customers and the problems that they are facing.

In contrast, Sowmya & Panchanatham (2011) and Kabuoh & Anazodo (2012) who studied bank managers found that the younger one was the higher were the levels of burnout and stress. Similarly in their research Garrosa, Bernardo,

Youxin, & Jose Luis, (2008) found that younger people experience burnout more often. Moreover, in Kabuoh & Anazodo (2012) study it was found that the levels of emotional exhaustion and depersonalization in bank employees aged 41 and over was elevated, and that for personal accomplishment individuals under 30 years of age had the lowest levels.

Although it is considered that as the level of education increases there is an increase of professional expectations, responsibilities and anxiety, however, it has been suggested that only people who are not able to cope with stress will experience the job burnout syndrome more often (Maslach et al., 2001). Specifically, there have been studies (Gorji & Vaziri, 2011; Hannigan, Edwards, Coyle, Fothergill, & Burnard, 2000) in which it was found that there is no correlation between burnout and the level of education. In contrast Cakınberk (2011) found that bank employees that held bachelor's and master's degree experienced depersonalization more often compared to non-university degree holders.

However, for the variable "personal accomplishment" it was found that there is a statistically significant difference between graduates and non-graduates, with non-graduates experiencing the feeling of personal accomplishment more often. In the study of Belias et al. (2013), it was found that there was a statistically significant difference in the variables depersonalization and personal accomplishment depending on whether one holds a university degree or not. People with a bachelor's degree were experiencing depersonalization more often than non-degree holders and also they experience less the feeling of personal accomplishment. Regarding the possession or not of a postgraduate/master's degree, the study showed a statistically significant differentiation of all three variables for this factor. Holders of postgraduate degree often felt emotionally exhausted and more depersonalized than non-holders. Also, post-graduates experienced more rare the feeling of personal accomplishment than non-holders of a master's degree.

While some studies suggest that the duration of the service has no effect on the experienced amount of burnout (Kurçer, 2005; Sahin, Turan, Alparslan, Sahin, Faikoğlu, & Görgülü, 2008; Sünter et al., 2006), others suggest that burnout is much higher during the first professional years (Maslach et al., 2001; Özçınar, 2005). Similar results were found in research conducted: among teachers (Lackritz, 2004; Özan, 2009), the public sector (Günes et al., 2009) and nurses (Basim and Sesen, 2006) (Cakınberk, 2011). Similarly, in the study of a credit institution, it was found that burnout was higher in employees with more experience and more years of working as bank employees than those with fewer years of work experience (Gorji & Vaziri, 2011). In contrast, in the research of Kabuoh & Anazodo (2012), also in a financial institution, it was observed that people with 1-15 years of overall experience were experiencing personal accomplishment more rarely.

SYMPTOMS OF BURNOUT SYNDROME

Symptoms of burnout syndrome resemble, in several respects, with depression, post traumatic stress syndrome and anxiety disorders. The person, who feels fatigue, beyond the stress experiencing at work and in his everyday life, displays physical, emotional and behavioral symptoms, which may not be able to afford due to some causes (Koustelios & Kousteliou, 1998).

According to Potter (1998), symptoms of burnout syndrome are:

Negative Symptoms: Dissatisfaction, distress, frequent protests, feelings of injustice, depression and outbursts of anger.

Interpersonal Problems: As feelings of the person affected, there is an impact on interpersonal relationships. The communication skills of person are possessed by excesses, nerves, withdrawal and inefficiency at work and in the family environment.

Health Problems: The physical ability of the person is affected and he is particularly prone to colds, headaches, insomnia, back pain and fatigue (Potter, 1998).

Reduced Efficiency: Those suffering from burnout syndrome bored at work and are unable to be thrilled about everything. They display difficulty in concentrating and in completing their tasks.

Substance Abuse: Persons who cope with stress may be resorted to smoking, use of alcohol, medications and even drugs. Eating habits change in larger or smaller amounts of food. The increase or abuse of these substances indicates the problem.

Feelings of Inferiority: The person internalizes his failure to work, convert enthusiasm into cynicism and feels unable to positively impact on the work. He is possessed by feelings of inferiority and helplessness.

Family Stress: Person's family is affected as the person is forced to be absent many hours of the day. His presence at home is not problem-free due to labor It does not help at home or in the organization of family program.

Refusal of Creating Relations: An employee who suffers from burnout syndrome, losing interest in social relationships. Rarely spends time with his friends and leaves the relationship to end with his removal. At the same time, he doesn't seek for and be associated with new people.

Degeneration of Relations at Work: When burnout is at an advanced stage, employee sees his fellow as enemies, who conspire against him and wish to see his destruction. Finally, he covers his own failure to yield responsibilities under employment. When symptoms get worse the person is led into a depressive state and then it is necessary to take even psychotherapy and medication assistance (Potter, 1998).

REASONS OF BURNOUT SYNDROME

Factors causing burnout syndrome, are directly connected with the causes of stress on the individual and supported by the circumstances of his life, such as working environment and family experience. Micklevitz (2001) divided these challenging factors into two broad categories: occupational and personal. The main causes of job burnout are heavy workloads, failure support of employee's environment and the existence of few opportunities in personal development. Most companies focus solely on productivity and profit growth, giving little attention to the needs and feelings of employees. As a result, employees are forced to produce the greatest possible work in less time. Particularly in the private sector where competition is great, the staff must be constantly vigilant to meet the criteria of work and evolvement in the company (Micklevitz, 2001; Belias, Koustelios, Sdrollias, Koutiva, & Zournatzi, 2013).

A survey of Maslach & Leiter (1997) recorded five elements, which when combined together "contribute" to fatigue of the individual. Initially, they identified the overly busy business schedule. As mentioned above, employee in little time and with few resources is asked to produce his work, something that causes stress. Moreover, the lack of control of employee's satisfaction and lack of camaraderie among colleagues, caused by competition, poor communication and a heavy workload borne the individual and lead to fatigue. Also aggravating factor is the injustice that he feels as to his compensation or evaluation (Maslach & Leiter, 1997).

Finally, the internal conflict of values contributes to the emergence of burnout. Professionals and employees often asked to do something that is contrary to their moral values. The constant violation of principles of personal causes severe stress on the individual and aversion to work or even himself. The routine is also a factor that converts the enthusiasm to work fatigue. When each work day consists of the same activity, without variety, employees do not derive more pleasure from their field, but instead operate mechanically and without creativity. As a result, they are alienated towards work and

do not find a meaning in it. The premises, that are financially unstable, staff experiencing the stress of a job loss and the fear of unemployment. This stress is added to the above factors and enhances the fatigue of a person (Mansoor & Tayib, 2010).

At health professionals, the situation is more complicated and chances for occurrence of the syndrome are increased. Especially those who are employed in hospitals and medical centers are occupied beyond their normal working hours. The boundaries between personal and work time are several times confused and in case of an emergency situation occurs, they are invited to present in their work (Mansoor & Tayib, 2010).

Finally, professions that are dangerous or unhealthy (for example, nurses, social workers, teachers, etc.) provide employs with an additional reason for the appearance of burnout Syndrome. The person feels that in his work schedule is risking his physical integrity or health and anxious about the impact of his work. These factors, therefore, which create and enhance the appearance of the burnout syndrome, are many and varied. Each employee is exposed to some of them. If a person displays or not the syndrome depends on the intensity of these factors and in individual characteristics of each employee (Nelson, 2005; Koustelios & Kousteliou, 1998).

THE DIMENSIONS OF ORGANIZATIONAL CULTURE

Organizational culture, according to Schein (1990), occurs at three levels: (a) the observable appearances/artifacts, (b) the values and (c) the basic subjective assumptions.

Artifacts are those first notes, with which someone first comes into contact, with an organizational culture. In this category, are classified directly observable elements of culture: arrangement of space, dress code, the way of communication, as well as elements of a lasting form, but not necessarily directly observable (eg. file records, written rules, philosophy, manufactured products, etc.). It is relatively easy to observe and record one's appearances. Difficulty exists in identifying the true importance and their standards they follow. To accomplish this, we must go to the second level, the values (Schein, 1990).

Values refer to what it should be done in every case. Based, on the existing values, propose solutions to problems that arise. These solutions are usually proposed by one of the leaders (founder, director, etc.) and reflect their own values. If the solution, that has been proposed, proved to be successful, the value in which based (the solution) begins to suffer a cognitive transformation and first converted into belief and finally to a key assumption, in something that considers to be assumed, which is the third level of culture. Schein, distinguish between essential values, that have become accepted assumptions, and espoused values, located in a more superficial level. Acceptable values are those, declared either verbally or written, in statutes appear in the documents, etc. These values relate to what the members of an organization say, but not necessarily to what they do. Acceptable values are the ones that are supposed to direct the overall operation of an organization, but in essence, in their underlying assumptions, we will find what really steers behavior (Koustelios & Kousteliou, 2001). So while we talk about meritocracy for example, deep down we believe that only in our people we will find the desired behavior. These values, therefore, are not sufficient enough to explain the functioning of an organization. We need to consider also the assumptions (Lok & Crawford, 2004).

"The basic underlying assumptions are the basis of culture. When the solution to a problem has repeatedly proven successful, it starts presumed. What once was a case; based only on a value has gradually started to be considered as a fact. The basic assumptions, is so considered as given, that in a cultural unit will not find substantial differences. In fact, if a basic assumption has been fully accepted by a group, the members of this group wouldn't even consider any other form of conduct" (Lok & Crawford, 2004).

TYPES OF ORGANIZATIONAL CULTURE

Until recently, there have been many attempts to classify organizations according to the type of their organizational culture. Initially Harrison (1972) categorized cultures into four types:

The Culture of Power: In this type of culture there is a central source of power. Many times this "source" could be a group consisting of a small number of people. These kinds of organizations can be found today in some commercial and financial companies. To anyone working in such an organization means correctly predict what they expect from him those who have the power and perform accordingly. If his predictions are wrong, they can lead to dissatisfaction, as well as a general lack of effort and enthusiasm (Harrison, 1972).

The Role of Culture: The dominant idea in this culture is that organizations are a set of roles which are connected together in a logical order. People take their places in organization along with the requirements and limitations set out their role. Roles or otherwise places in the company are above the people covering them. The staff, is effective when merely performs what describes his role. Many times an increase in the yield can lead to malfunction. The power in these cultures derives solely from its position in the hierarchy. The advantages are predictability and stability. These, however, are advantages if the environment in which the organization works is predictable and relatively stable. Monopolies or oligopolies are typical examples of organizations operating under this culture. The biggest drawback of this culture is the inherent inertia. Organizations that operate under this culture do not have the ability to predict changes and adapt accordingly. When you fail to realize, it's often too late and the destruction is very near (Harrison, 1972).

The Culture of Duty: The basis of this culture is the concept of team. It is a collective culture. Employing in the best way the advantages derived from the collective effort to solve problems. A key element in solving these problems is the ability to be able to work together with others. Features types of organizations operating under this culture are different research groups, advertising agencies, and consulting firms. The advantage of this culture is that it is versatile because it can respond quickly to the demands of changes made to the environment. In a market where products change rapidly, organizations operating under this culture can follow developments and thus maintain their competitiveness. It's also modern because it is based on some principles that current organizational theories suggest. Such is the combination of groups and individuals through common goals minimize the overall hierarchy and increase group cohesion. So these cultures thrive, where fast response is needed, sensitivity, and creativity, rather than specificity (Harrison, 1972).

One of the disadvantages is that they don't have great financial results nor provide knowledge in depth, since these groups have a limited life, which is to solve a problem or implement a program. Also, it is very difficult to control and manage such teams, particularly when a program is in progress. Finally, the difficulties in securing the necessary means (money, technical support) to all these groups can lead to lack of motivation and an unfair competition to secure these resources (Harrison, 1972).

Culture of the Person: Also known as culture of support. This type is the least occurring in W. Europe and North America. Nevertheless, it is the most desired by because it is often consistent with their personal values and desires. The central point of this culture is the individual. The organization exists simply to serve the needs of the person or persons who created it. The structure of such an organization is simple and maintained by its members as simple as possible. People can leave the company but the company rarely has the opportunity to "evict" someone. Individuals who operate under such culture is difficult to be controlled (Harrison, 1972).

Such cultures rarely survive for very long and very quickly the organization can develop and operate beyond the personal ambitions of its members. The usual evolution is the change into "role of culture", or "culture of power".

Such cultures are likely to be found in some levels in very large organizations where other cultures are dominant (Tomic, Evers, & Brouwers, 2004).

How Can we Change the Organizational Culture

An organizational culture needs many years to be developed and employees are bound by it. Furthermore, there are forces that maintain an existing culture. Such forces are the mission of the organization, the design of the physical workplace, the leadership style, the producer's criteria, symbols, stories, etc. The nature of culture is also for the employee the official selection criterion of the organization in which he wants to work, because he understands that the values he believes matches with those of the organization (Belias, Koutiva, Zournatzi, & Koustelios, 2013). That is why the employee has the tendency to react to any change in the culture of the organization. This change can only be made in cases where an event threatens the existence of the organization (Glazer, Stetz, & Izso, 2003). Changing organizational culture is extremely difficult and takes a long time to get done. The investigation showed that the change in the culture of the organization can be done when the following conditions exist:

A Major Crisis: When a serious incident occurs, such as an important technological development that creates tremors in the company, then is questioning the existing culture. In this case, the new manager adopts a set of key values to cope with the crisis (Lackritz, 2004).

A New and Small Business: It protects less the culture. Still, it is easier for management to convey new values to people when the organization is small.

A Non Widely Accepted Culture: The wider acceptance of the culture in the organization and the greater the acceptance of the values of the members, the more difficult is to change the culture. Conversely, a non- widely accepted organizational culture can be changed easily (Lackritz, 2004).

To successfully achieve the culture change must:

- The role of manager is to conduct a model for others,

- To create new stories, symbols, rituals and formalities that will replace the old,

- Be selected and promoted employees that accept the new values

- To change the pay system in order to encourage acceptance of new values and

- Create a climate of mutual trust and participation of people in decision making (Kurçer, 2005)

The Relation between Organizational Culture and Job Burnout

The strong relation between job satisfaction and job burnout has been made clear. Numerous researches have studied this relation in terms of organizational culture and its influence on both occupational phenomena. As it was mentioned before, organizational culture is able to cause both positive and negative impact on different levels of employees and organizations. Apart from performance increase, motivation and retention (Larsson, Brousseau, Kling, & Sweet, 2007), organizational culture has also been linked to occupational stress, loss of job commitment, intention to quit, diminished job satisfaction and high levels of burnout (Kleinman, Siegel, & Eckstein, 2002). Studying the relation between organizational culture and job burnout, Jackson et al. (1986) found strong positive correlation between emotional exhaustion and role conflict, individual efficacy (personal accomplishment) and support provided to the total number of employees, and negative attitude in response to others (depersonalization) and lack of individual support.

The studies of Bahrololoom (2002) and Ahghar (2006) indicated a positive and significant correlation between organizational culture and job burnout, based on the organizational culture types suggested by Daft (2001). In particular, organizational culture power and working background models were identified with organizational culture as the best predictor of job satisfaction. The latter also supported that the predication power in organizational culture of entrepreneurial type is greater than involvement organizational culture and power of involvement organizational culture is greater than mission and bureaucratic organizational cultures.

McKinnon, Harrison, Chow, & Wu (2003) have distinguished two main impacts of culture on a certain organization: focus on productivity and performance and focus on employees. For example, high intention to quit expressed by employees as an outcome of job burnout will inevitably increase a company's training cost for new joining staff. The study of Tata and Prasad (1998) showed that organic structures and flexibility-oriented cultures are more conducive to the success of the implementation when compared to control-oriented cultures and mechanistic structures.

Aiken Clarke & Sloane (2002) conducted a cross-sectional survey, revealing that perceptions of impoverished organizational support were linked directly to high rates of job burnout and low levels of job satisfaction. The study of Evans (2006) revealed the significant relationship between elements of emotional exhaustion and mental health in the frame of culture in healthcare units, while Pico (2006) supported that job burnout was extremely related to job satisfaction, indicating the importance of the role of mental and social work environment and type of mutual relationship within workplace in personnel's mental health. Those findings confirm the work of Manning, Jackson, & Fusilier, (1996), according to which social support in the workplace can prevent stressful experiences and reduce healthcare costs.

The study of Moghadam (2008) revealed that employees burnout was likely to be interpreted and predicted by organizational health, having fixed moderator variables like gender, age, educational level and years of experience. More specifically, job burnout was not significantly related to dimension of principal's influence, but it was inversely and significantly correlated with dimensions of organizational integration, observance, structure, supporting from sources and spirit and scientific focus. Tsang (2010) analyze the dimensions related to organizational culture which are most likely to affect job satisfaction and job burnout. More specifically, goal setting, work motivation, team building and organizational commitment are considered to affect employees job performance. Therefore, employees who work under a lot of pressure in order to achieve their organization's and colleagues goals are very likely to experience high levels of occupational stress, and thus burnout. Additionally, leadership, role autonomy and participation in decision making affect employees effectiveness, so organizational cultures which do not offer their employees the chance to utilize their potential and contribute to the institution's function and success lead them to experience low levels of personal accomplishment and high levels of job burnout (Crosbie, 2007). Furthermore, the leadership's role in conflict resolution affects employees feeling of job commitment, so the maintenance of organizational culture balance is a means of depersonalization and job burnout prevention.

Taking into consideration the workplace characteristics of organizational cultures, the work of Heyer (1982) has shown that employees experience less job burnout and greater job satisfaction when the manager allows a flexible and unstructured work schedule. Anderson and Pulich (2001) suggested that management can affect workplace stress depending on its ability to conduct proper job design, ongoing communication and team building Nelson (2005) reported that workplace dimensions, like workload, locus control, recognition and reward influence an organization's psycho-social environment, so employees who work in a pleasant workplace are considered to be more job committed and less prone to job burnout.

In terms of contact and social factors, ongoing communication is supposed to relieve job burnout and improve job satisfaction (Tsang, 2010). In 1985, Ford supported that the lack of emotional support by superiors is very likely to decrease job satisfaction and increase occupational stress and burnout levels, while Lankau (1996) stated that Mentoring, peer relationship and team participation are found to be significantly correlated with attitudinal outcomes, such as role stress, job burnout and job satisfaction, organizational commitment, turnover intention and teamwork orientation. What is more, Leiter (1988) distinguished two types of social contacts which are likely to affect job burnout: Formal, work-oriented interactions are likely to increase the feeling of personal accomplishment (lower level of burnout), but also lead to emotional exhaustion (high level of burnout). Informal contact, on the other hand, is positively correlated to personal accomplishment only, so employees who feel dissatisfied are more likely to experience depersonalization only if they are exhausted.

The relation between supervision and colleague contacts and job burnout has also been investigated by Leiter and Maslach (1988), who found that unpleasant supervision contacts were associated with vague instructions and too high job demand, which led to role conflict, emotional exhaustion and job burnout. Baruch-Feldman and Schwartz (2002) classified social support into three major types, namely family support, coworker support, and immediate supervisor and unit supervisor. The results of their investigation showed strong correlation between family support and burnout and between supervisor support and satisfaction and productivity. The overall result provides the evidence that social support has negative relationship with job burnout and positive relationship with job satisfaction and productivity.

Job burnout has also been linked to the expression of individual characteristics in the frame of organizational culture. According to Rees (1995), employees who consider themselves to have control over a situation are more likely to manage stress and job burnout. On the other hand, competitive, ambitious and extensively time-conscious employees are more likely to experience higher levels of occupational stress and burnout, since they usually adopt more pessimistic attitude.

A significant contribution to the study of the relation between organizational culture and job burnout was made by Zhang and Liu (2003), who explained the impact of the latter on the former. In particular, they supported that job satisfaction is a type of intrinsic reward, which affects both employees performance (e.g. productivity) and organizations' function and success (e.g. profit). Employees performance and satisfaction is reduced when they experience job burnout, leading to absenteeism and turnover, thus having high financial costs for the organization and changes in the structure and balance of organizational culture.

When it comes to demographic characteristics, Aziz and Cunningham (2009) supported that traditional role difference between men and women may not explain the work stress and work-life imbalance in modern society since women may become more career-oriented while men may become more family-oriented. Zamini (2010) found a significant relation in job burnout among members of academic fellowship and personnel, as well as job burnout among females and males and at the same time it was known that organizational culture is significantly related to job satisfaction.

Haghani, Bahrami, & Sarkhosh, (2012) found that involvement, entrepreneurial and mission type cultures were significantly and negatively related to job burnout, while high school graduates with 1-5 years of experience reported a preference for mission type of organizational culture. In addition, bureaucratic culture was significantly and positively correlated to job burnout. Furthermore, male employees and employees with a high school diploma experienced job burnout at higher levels than female employees.

CONCLUSIONS

Organizations must be staffed with qualified and competent staff and make the right choices for individuals available positions; Organizational culture contributes both to prevent and to address fatigue, so every employee has its own value and the ability to express his views and disagree unhesitatingly sometimes with a colleague or his supervisor. Companies which implement strategies of organizational culture give responsibilities and initiatives to all employees, making them feel so important and that both their potentials and their abilities are recognized. Employees also have the opportunity to discuss various cases and their own concerns, which will help them, overcome their personal and psychological job pressure, because it is important for the organization to know that the employee cannot feel trapped in a situation that causes stress.

Employees often experience daily stressful situations that can cause confusion and make them unable to process and respond simultaneously. The result of this weakness is the grow of emotions that will lead to imbalances in their psychic world. The despair, that probably employee feels because of inability to meet the needs and expectations of customers, increases the levels of stress. At this point, companies should organize educational seminars and lectures on topics related to the needs of customers, as well as issues relating to new knowledge and capabilities in the field of provision of services. Also they should organize educational programs or seminars for staff augmentation and professional control by using strategies for tackling difficulties.

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