

## Investigating the Occupational Burnout of Librarians in University of Isfahan

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### Abstract

Since early 1980s, many empirical studies were carried out to recognize stress syndrome and occupational burnout in the United States libraries; the results indicated that the librarians in other countries are susceptible to these two conditions, as well. The present paper investigates the rate of occupational burnout in librarians of University of Isfahan, and evaluates the educational level, field of study, age, occupational experience, and the position of male and female librarians. The population under study included all the 61 librarians working in the libraries of University of Isfahan. The study was conducted as census. Maslach burnout inventory was handed in to all the librarians, and 57 copies were given back. In order to analyze the data, mean and standard deviation were used for descriptive statistics; also for inductive statistics, we applied *t*-test and multivariate analysis of variance (MANOVA) using SPSS 16. The results showed that occupational burnout of librarians in University of Isfahan is at a moderate level in terms of intensity and abundance, while it is at a low level considering emotional exhaustion and depersonalization. There is a relationship between some demographic factors such as occupational burnout and gender (abundance of emotional exhaustion), educational level (depersonalization intensity) and field of study (intensity and abundance of emotional exhaustion), whereas there was no relationship between occupational burnout and age, occupational experience, and librarians' positions. Regarding the obtained results, managers and officials should make appropriate plans to prevent occupational burnout in librarians working in the academic libraries.

**Keywords:** Academic Libraries, Librarian, Occupational Burnout, University of Isfahan.

### Introduction

Monotonous and boring work place causes fatigue, stressor, and burnout. It leads to decrease in consciousness and attention, and disorder in carrying out different tasks in work place. The nature of library tasks makes the individuals susceptible to burnout. Burnout is

described as tolerating so much stress in the work place.

As Caputo (1991) stated, the term “burnout” was expressed by Fereudenberger for the first time in a paper published in 1974. In that paper, burnout was described briefly as an attempt to achieve impossible goals with insufficient resources; its results make some changes in commitment, high level of fatigue, monotony and boredom of work (Huprich, 2007).

A special and applied description to occupational burnout in librarianship was provided by Christina Maslash; according to her, burnout is described as different status of physical, mental, and emotional exhaustion which lead to chronic stress (Tim & Baird, 2005).

Burnout is considered as one of hygienic problems in work place. As another definition, Farber (1983) states that when the individuals directly encounter serious emotional conditions for a long time, it leads to physical, mental, and emotional exhaustion called occupational burnout.

According to Maslash & Jackson (2001 quoted in Togia, 2005), occupational burnout has three fundamental components including emotional exhaustion, depersonalization, and decrease in personal performance. Emotional exhaustion is the feeling of mental depletion, being under pressure, and disappearing of the individual’s emotional resources.

Janette S. Caputo, author of “Stress and Burnout in Library Services”, has recognized many resources related to work place stress, and considerably related to occupational burnout (quoted in Tim & Baird, 2005). Stress resources include budget cut-off, short answering time to clients’ questions, resources censorship, heavy work load, heavy office tasks, non-efficient and weak management, different issues related to technology, not fulfilling plans and projects till the appointed time, bothering the clients, and few opportunities to take advantage of.

Saqib Saddiq made an interview with 300 people in five different professions and surprisingly found out that the quiet place of library is the most stressful work place. It is because of the librarians’ being dissatisfied of work monotony, having not enough control on tasks, and not completely using their abilities in libraries. Furthermore, in academic libraries, clients are provided with best place and facilities, more than the attention paid to librarians (Topper, 2007).

Even though librarians do their best to carry out their tasks, if they cannot provide a service to the clients, they experience occupational pressure, stress, and burnout.

According to Judith A. Siess, the author of the book “The Time Management, Planning for Librarians”, the main reason of burnout is work load. Decreasing the budget, when the librarians expect it to be increased, is another reason of burnout. In such conditions, they have to carry out a great deal of tasks by the lowest budget. Allocating low budget to library leads to lack of librarians. In such situation, there is a great pressure on the librarians and unfortunately, they may not be able to confront the mentioned situation (Tim & Braid, 2005).

Therefore, managers and officials should take note that library financial improvement is not the only way to create an efficient library; it should be mentioned that an effective and

efficient management is meaningless unless human resources and their mental needs are taken into consideration. Although technology growth has caused great changes in the human life, it has made vulnerable the emotional and communication networks. Thus, managers should pay more attention to the plans related to mental health improvement and prevention of organizational disorders such as stress and burnout. If the aforementioned issues are taken into consideration, organizational efficiency would be easier to improve.

During past decades, researchers have increasingly conducted studies on occupational burnout among librarians. Especially in early 1980s, many empirical studies were carried out to recognize stress syndrome and occupational burnout in the United States libraries; the results indicated that the librarians in other countries are susceptible to these two conditions, as well. Nevertheless, few studies have been performed so far in the mentioned field in Iran and it is an essential issue to pay more attention to burnout factors among librarians. The studies concerning occupational burnout include those by Smith & Nielsen (1984); Haak, Jones & Roose (1984); Birch, Marchant & Smith (1986); Nelson (1987); Patterson & Howell (1990); Affleck (1996); Togia (2005); Odelia (2000), and also in Iran the study by Siamian, Shahrabi, Vahedi, Abbsairad & Yazdani Cherati (2006).

These studies provide different results of occupational burnout among librarians; therefore, researchers and librarians should regard the mentioned factor and carry out further studies in this field to improve librarians' efficiency. A descriptive study has been performed in academic libraries of Iran using Maslash burnout inventory, while in the recent decades the researchers in other countries have evaluated burnout level by scientific measurements and tried to measure its dimensions in different aspects among librarians.

Since occupational burnout results in undesirable effects on physical and mental performance of librarians, the present paper aims to study the occupational burnout among librarians of University of Isfahan so that they can properly provide the services without being subject to stress.

### **Research Hypothesis**

The research hypotheses were as follows:

1. Occupational burnout of the librarians of University of Isfahan is at a moderate level.
2. Occupational burnout of the librarians of University of Isfahan is at different levels in terms of gender, field of study, educational level, age, occupational experience, and position.

The main variable in this study is occupational burnout, which is described as decrease in individual's compatibility with stressful factors; it is a syndrome consisting of physical and emotional exhaustion leading to negative viewpoint toward oneself, occupation, and not feeling good about communicating with clients. The mentioned syndrome may cause some different physical and mental diseases (Maslash & Jackson, 1981).

The present paper evaluates the level of occupational burnout by the score an individual

takes in Maslash burnout inventory. The three subscales defined in occupational burnout include emotional exhaustion, personal performance, and depersonalization. Scores of intensity and abundance for each subscale are reported separately, and they are not addable. Occupational burnout is revealed by the high score of “emotional exhaustion” and “depersonalization”, together with the low score in personal performance.

### Methodology

The present paper is a descriptive study. The population under study included all the 61 librarians working in the libraries of University of Isfahan. Since all the population was investigated in this study, it was accomplished in form of census.

In order to measure the level of occupational burnout, Maslash burnout inventory was used. The test included 22 questions and three subscales, i.e. emotional exhaustion, personal performance, and depersonalization. Among the 22 questions, 9, 8, and 5 questions were allocated to emotional exhaustion, personal performance, and depersonalization, respectively. In order to determine the test score, two scores (abundance and intensity) were considered for each question. Abundance score is defined from 1 to 6 and intensity score is from 1 to 7.

Reliability of the test was calculated according to Table 1.

Table 1

*Reliability Coefficient of the Three Tests in Maslash Burnout Inventory*

Subscale	Abundance	Intensity
Emotional Exhaustion	0.76	0.79
Personal Performance	0.61	0.81
Depersonalization	0.80	0.93

After determining the size of the population under study, Maslash burnout inventory was given to 61 librarians working in the libraries of University of Isfahan, and 57 of the questionnaires were given back (93.44%). In order to analyze the data, mean and standard deviation were used for descriptive statistics; also for inductive statistics, independent *t*-test and MANOVA were utilized by SPSS.

### Findings

Analysis of data is provided in this section.

Table 2

*Mean and Standard Deviation of the Scores of Occupational Burnout among Librarians of University Of Isfahan (N=57)*

Variables	Mean	Standard Deviation
Intensity of emotional exhaustion	13.14	5.61
Abundance of emotional exhaustion	18.71	10.96
Intensity of personal performance	26.77	8.34
Abundance of personal performance	42.68	6.88
Intensity of depersonalization	7.05	5.86
Abundance of depersonalization	3.26	6.57

As shown in Table 2, librarians of University of Isfahan have experienced moderate levels of burnout in terms of decrease in personal performance, and low levels regarding emotional exhaustion and depersonalization.

***a. Investigating the relationship between librarians' occupational burnout and gender***

In order to investigate the relationship between librarians' occupational burnout and their gender, independent *t*-test was used.

Table 3

*Mean, Standard Deviation, and Independent T Value for the Relationship between Librarians' Occupational Burnout and Their Gender in University of Isfahan*

Variables	Gender	Number	Mean	Standard Deviation	<i>t</i> value	df	Significance level
Intensity of emotional exhaustion	male	12	12.66	4.27	0.32	55	0.15
	female	45	13.26	5.95			
Abundance of emotional exhaustion	male	12	14.75	6.81	1.42	55	0.001
	female	45	19.77	11.65			
Intensity of personal performance	male	12	25.25	9.97	0.70	55	0.25
	female	45	27.17	7.93			
Abundance of personal performance	male	12	43.41	6.22	-0.41	55	0.42
	female	45	42.48	7.09			
Intensity of depersonalization	male	12	8.25	8.72	-0.79	55	0.10
	female	45	6.73	4.92			
Abundance of depersonalization	male	12	3.91	5.69	-0.38	55	0.29
	female	45	3.08	6.83			

Considering data provided in Table 3, there is no relationship among dimensions of

occupational burnout (intensity of emotional exhaustion, intensity and abundance of personal performance, intensity and abundance of depersonalization) and librarians' gender. However, there is a relationship between abundance of emotional exhaustion (0.001) and gender, and it should be mentioned that abundance level of emotional exhaustion is higher in female than male librarians.

***b. Investigating the relationship between librarians' occupational burnout and educational level***

To examine the relationship between librarians' occupational burnout and their educational level, independent *t*-test was used.

Table 4

*Mean, Standard Deviation, and Independent T Value for the Relationship between Librarians' Occupational Burnout and Their Educational Level in University of Isfahan*

Variables	Educational level	Number	Mean	Standard deviation	<i>t</i> value	df	Significance level
Intensity of emotional exhaustion	-High school diploma & associates degree	11	15.27	4.75	1.41	55	0.61
	-B.A. & higher education	46	12.63	5.72			
Abundance of emotional exhaustion	-High school diploma & associates degree	11	19.27	8.31	0.18	55	0.08
	-B.A. & higher education	46	18.58	11.58			
Intensity of personal performance	-High school diploma & associates degree	11	29.45	10.21	1.19	55	0.11
	-B.A. & higher education	46	26.13	7.83			
Abundance of personal performance	-High school diploma & associates degree	11	42.36	6.03	-0.17	55	0.31
	-B.A. & higher education	46	42.76	7.12			
Intensity of depersonalization	-High school diploma & associates degree	11	10/63	9.30	2.34	55	0.004
	-B.A. & higher education	46	6.19	4.43			
Abundance of depersonalization	-High school diploma & associates degree	11	4.81	5.74	0.87	55	0.98
	-B.A. & higher education	46	2.89	6.76			

Based on the information provided in Table 4, there is no relationship between occupational burnout (intensity and abundance of emotional exhaustion, intensity and abundance of personal performance, and abundance of depersonalization) and librarians' educational level. Nonetheless, there is a relationship between the intensity of depersonalization (0.004) and librarians' educational level; it is a notable point that intensity of depersonalization is higher in high school diploma and associates degree librarians than in librarians with B.A. and higher-education degrees.

***c. Investigating the relation between librarians' occupational burnout and their field of study***

To study the relationship between librarians' occupational burnout and their field of study, independent *t*-test was used.

Table 5

*Mean, Standard Deviation, and Independent T Value for The Relationship between Librarians' Occupational Burnout and Their Field of Study in University of Isfahan*

Variables	Fields of study	Number	Mean	Standard Deviation	<i>t</i> value	df	Significance level
Intensity of emotional exhaustion	LIS	34	14.08	6.38	1.57	55	0.024
	non-LIS	23	11.73	3.95			
Abundance of emotional exhaustion	LIS	34	20.02	11.94	1.09	55	0.029
	non-LIS	23	16.78	9.24			
Intensity of personal performance	LIS	34	25.97	7.62	-0.88	55	0.21
	non-LIS	23	27.95	9.36			
Abundance of personal performance	LIS	34	43.08	7.13	0.53	55	0.34
	non-LIS	23	42.08	6.59			
Intensity of depersonalization	LIS	34	6.67	5.42	-0.58	55	0.35
	non-LIS	23	7.60	6.55			
Abundance of depersonalization	LIS	34	3.17	7.22	-0.12	55	0.68
	non-LIS	23	3.39	5.63			

Based on the information in Table 5, there is no relationship between occupational burnout (abundance and intensity of personal performance, intensity and abundance of depersonalization) and librarians' field of study. Nevertheless, there is a relationship between intensity of emotional exhaustion (0.024) and abundance of emotional exhaustion (0.029). Also, emotional exhaustion level is higher among the individuals who have studied Library and Information Science (LIS) than those whose field of study is non-LIS.

*d. Investigating the relationship between librarians' occupational burnout and age*

Table 6

*Mean and Standard Deviation for the Relationship between Librarians' Occupational Burnout and Their Age in University of Isfahan*

Variables	Age	Number	Mean	Standard Deviation
Intensity of emotional exhaustion	20-29	16	9.66	2.33
	30-39	26	13.76	6.48
	40-49	18	12.44	5.11
	Higher than 50	7	15.57	4.27
	total	57	13.14	5.61
Abundance of emotional exhaustion	20-29	6	12.00	10.44
	30-39	26	20.42	11.17
	40-49	18	16.77	11.01
	Higher than 50	7	23.14	8.66
	total	57	18.71	10.96
Intensity of personal performance	20-29	6	23.66	7.08
	30-39	26	27.88	7.96
	40-49	18	26.66	8.77
	Higher than 50	7	25.57	10.43
	total	57	26.77	8.34
Abundance of personal performance	20-29	6	44.16	5.19
	30-39	26	43.03	6.96
	40-49	18	41.05	8.14
	Higher than 50	7	44.28	3.94
	total	57	42.68	6.88
Intensity of depersonalization	20-29	6	5.16	0.40
	30-39	26	7.53	5.86
	40-49	18	6.94	7.05
	Higher than 50	7	7.14	5.66
	total	57	7.05	5.86
Abundance of depersonalization	20-29	6	1.33	3.26
	30-39	26	4.11	7.87
	40-49	18	2.66	5.53
	Higher than 50	7	3.28	6.44
	total	57	3.26	6.57

In order to investigate the relationship between librarians' occupational burnout and age, MANOVA analysis test was used.

Table 7

*MANOVA Analysis Results Related to the Relationship between Librarians' Occupational Burnout and Their Age in University of Isfahan*

Variables	Sum of Squares	df	Mean of Squares	F	Significance level	Eta Coefficient	Statistical Power	Predictive Power
Intensity of emotional exhaustion	132.77	3	44.25	1.43	0.24	0.07	4.31	0.35
Abundance of emotional exhaustion	551.19	3	183.73	1.57	0.20	0.80	4.72	0.39
Intensity of personal performance	100.33	3	33.44	0.46	0.70	0.20	1.39	0.13
Abundance of personal performance	82.14	3	27.38	0.56	0.64	0.03	1.69	0.15
Intensity of depersonalization	27/74	3	9.24	0.25	0.85	0.01	0.77	0.09
Abundance of depersonalization	47/63	3	15.87	0.35	0.78	0.20	1.06	0.11

On the basis of the information presented in Table 7, there is no relationship between librarians' occupational burnout and their age.

*e. Investigating the relationship between librarians' occupational burnout and their occupational experience*

Table 8

*Mean and Standard Deviation for the Relation between Librarians' Occupational Burnout in University of Isfahan and Their Occupational Experience*

Variables	Occupational Experience	Number	Mean	Standard Deviation
Intensity of emotional exhaustion	1-6 years	4	14.75	6.02
	7-12 years	22	12.36	6.05
	13-18 years	13	14.23	6.79
	19-24 years	10	11.60	3.16
	Higher than 25 years	8	14.62	4.77
	total	57	13.14	5.61
Abundance of emotional	1-6 years	4	18.50	13.82
	7-12 years	22	16.54	11.09

Variables	Occupational Experience	Number	Mean	Standard Deviation
exhaustion	13-18 years	13	18.38	10.28
	19-24 years	10	21.60	12.83
	Higher than 25 years	8	21.75	8.94
	total	57	18.71	10.96
Intensity of personal performance	1-6 years	4	31.00	8.52
	7-12 years	22	26.72	7.56
	13-18 years	13	26.92	10.29
	19-24 years	10	26.50	6.90
	Higher than 25 years	8	24.87	9.86
	total	57	26.77	8.34
Abundance of personal performance	1-6 years	4	42.25	7.93
	7-12 years	22	43.09	6.70
	13-18 years	13	39.38	9.32
	19-24 years	10	44.70	4.21
	Higher than 25 years	8	44.62	3.77
	total	57	42.68	6.88
Intensity of depersonalization	1-6 years	4	7.25	3.86
	7-12 years	22	5.90	2.38
	13-18 years	13	10.23	10.68
	19-24 years	10	5.30	0.94
	Higher than 25 years	8	7.12	5.24
	total	57	7.05	5.86
Abundance of depersonalization	1-6 years	4	3.45	3.46
	7-12 years	22	2.07	8.23
	13-18 years	13	4.20	4.44
	19-24 years	10	3.62	6.95
	Higher than 25 years	8	3.26	6.95
	total	57	3.26	6.57

In order to investigate the relationship between librarians' occupational burnout and their occupational experience, MANOVA analysis test was used.

Table 9

*MANOVA Analysis Results for the Relationship between Occupational Burnout of University of Isfahan Librarians and Their Occupational Experience*

Variables	Sum of Squares	df	Mean of squares	F	Significance level	Eta Coefficient	Statistical Power	Predictive Power
Intensity of emotional exhaustion	80.45	4	20.11	0.62	0.65	0.04	2.48	0.19
Abundance of emotional exhaustion	262.07	4	65.51	0.52	0.71	0.03	2.10	0.16
Intensity of personal performance	101.37	4	25.34	0.34	0.84	0.02	1.38	0.12
Abundance of personal performance	216.69	4	54.17	1.15	0.34	0.08	4.62	0.33
Intensity of depersonalization	190.99	4	47.74	1.43	0.23	0.09	5.72	0.41
Abundance of depersonalization	29.20	4	7.30	0.15	0.95	0.01	0.63	0.08

Considering the data provided in Table 9, no relationship exists between librarians' occupational burnout and their occupational experience

***f. Investigating the relationship between librarians' occupational burnout and their position in library***

Table 10

*Mean and Standard Deviation for the Relationship between Occupational Burnout of University of Isfahan Librarians and Their Position*

Variables	Position	Number	Mean	Standard Deviation
Intensity of emotional exhaustion	Head	19	13.57	6.85
	Public services	25	13.28	5.31
	Technical services	13	12.23	4.34
	total	57	13.14	5.61
Abundance of emotional	Head	19	15.36	10.98
	Public services	25	21.32	9.47

Variables	Position	Number	Mean	Standard Deviation
exhaustion	Technical services	13	18.61	12.99
	total	57	18.71	10.96
Intensity of personal performance	Head	19	26.78	7.75
	Public services	25	27.28	8.14
	Technical services	13	25.76	9.56
	total	57	26.77	8.34
Abundance of personal performance	Head	19	41.94	5.20
	Public services	25	34.40	6.39
	Technical services	13	42.38	9.83
	total	57	42.68	6.88
Intensity of depersonalization	Head	19	7.57	6.66
	Public services	25	7.40	6.56
	Technical services	13	5.61	2.21
	total	57	7.05	5.86
Abundance of depersonalization	Head	19	1.84	3.62
	Public services	25	3.16	5.84
	Technical services	13	5.53	10.32
	total	57	3.26	6.57

Table 11

*MANOVA Analysis Results for the Relationship between Occupational Burnout of University of Isfahan Librarians and Their Position*

Variables	Sum of Squares	df	Mean of squares	F	Significance level	Eta Coefficient	Statistical Power	Predictive Power
Intensity of emotional exhaustion	14.89	2	7.44	0.23	0.79	0.008	0.46	0.08
Abundance of emotional exhaustion	382.57	2	191.28	1.62	0.20	0.05	3.25	0.32
Intensity of personal performance	19.53	2	9.76	0.13	0.87	0.005	0.27	0.07
Abundance of personal	24.29	2	12.14	0.25	0.78	0.009	0.49	0.08

performance								
Intensity of depersonalization	35.13	2	52.96	0.50	0.60	0.01	1.00	0.12
Abundance of depersonalization	105.93	2	17.56	1.23	0.29	0.04	2.47	0.25

Based on data tabulated in Table 11, there is no relationship between librarians' occupational burnout and their position in the library.

### Conclusion

The results obtained from Table 2 indicate that University of Isfahan librarians experience low levels of emotional exhaustion and depersonalization, and moderate level of personal performance decrease. Thus, the first hypothesis about personal performance is confirmed, but it is rejected about the two other dimensions.

According to mean scores acquired in the study by Smith & Nielsen (1984) on burnout level of librarians in special libraries, the librarians have experienced low levels of emotional exhaustion (15.2) and depersonalization (5.8), and moderate level of personal performance decrease (0.37).

In another study carried out by Nelson (1987 quoted in Togia, 2005) among law faculty librarians, mean scores were reported to be 17.64 and 6.58 as emotional exhaustion and depersonalization, respectively. The results showed that the individuals working in these libraries have faced low levels of emotional exhaustion. Furthermore, mean scores of personal performance decrease (36.67) indicate that those librarians have experienced moderate levels of personal performance decrease.

In a comprehensive study conducted by Affleck (1996) in art faculties of New England, 142 librarians participated in the study, which aimed to measure the burnout levels, and investigate their relationship with role conflict. Based upon the received answers, the librarians have experienced low levels of emotional exhaustion (21.00) and depersonalization (0.37) and moderate level of personal performance decrease.

Togia (2005), measured the burnout level and the effects of different personal characteristics. According to the results, librarians have encountered with low levels of emotional exhaustion (15.32) and depersonalization (5.02), as well as moderate level of personal performance decrease (35.11).

The above-mentioned study results are in agreement with those of the studies carried out by Smith & Nielsen (1984); Nelson (1987 quoted in Togia, 2005); Affleck (1996) and Togia (2005).

Decrease in self-competency leads to personal performance decrease, and results in negative self-evaluation.

In most studies, the main reason of decrease in personal performance has been reported to be direct communication of librarians with clients.

Chernis also reported that clients are the main reason of burnout for librarians, especially for the beginners, since the clients can either appreciate the librarians or criticize them. Whenever a librarian is appreciated, feeling self-competent will be increased and there would be a positive self-evaluation. In contrast, not performing the tasks appropriately and thus being criticized will lead to the decrease in personal performance.

The most significant factors playing a role in occupational burnout among University of Isfahan librarians include clients, monotonous and boring job, not participating in decisions, no opportunity for efficient suggestion and criticism, and having no control over library activities.

So far, numerous studies have been carried out in this field, and their results are in agreement with each other. Considering the results, it is a noticeable fact that the librarians have experienced low levels of depersonalization, and they do their best to provide services to the academic society.

Based on the findings (Tables 3-5), there is a relationship between occupational burnout and the three dimensions of gender (abundance of emotional exhaustion), educational level (intensity of depersonalization) and the field of study (intensity and abundance of emotional exhaustion).

The data acquired from Table 3 indicated that the abundance of emotional exhaustion is more manifest in the females than males. Results of Table 4 showed that the intensity of depersonalization is more in high school-diploma and associates-degree individuals than the B.A. librarians. Based on the information provided in Table 5, emotional exhaustion level is higher in the individuals who have studied Library and Information Science (LIS) than non-LIS librarians.

Based on the results, we found out that there is no relationship between occupational burnout and other demographic characteristics such as librarians' age, occupational experience, and position. Thus, the second hypothesis is confirmed about gender, field of study, and educational level.

Birch, Marchant & Smith (1986) conducted a study to measure the burnout level among librarians working in reference unit of the public libraries, and reported a negative relationship between burnout and age.

Smith & Nielsen (1984) found out that there is no relationship between librarians' burnout and their occupational experience in special libraries.

Based on the study carried out by Togia (2005), demographic characteristics such as age, occupational experience, and participating in decision-making are independent from burnout

experience.

Siamian and his co-workers (2006) conducted a study on “stress and burnout in information centers and libraries” in the academic libraries of Mazandaran University of Medical Sciences. The obtained results indicated that burnout level was higher in the librarians with B.A. or higher degrees in LIS.

Maslash (2001 quoted in Shojaei, 2008) states that among all the demographic factors, “age” has the highest relationship with burnout. As reported, burnout level is higher in the younger librarians. According to Tables 1-3, most librarians are between 30-39 years old. Since individuals gradually adapt to environment conditions, Maslash believes that burnout level has been reported less in librarians with the age of 30-39 years old than in the younger ones. Therefore, the younger people who encounter with burnout problems may quit their jobs. As observed, there is no relationship between burnout and age in the current research. The reason may be the presence of 26 librarians with ages from 30-39 years who participated in the study.

Our findings in this research are in agreement with those by Togia (2005) and Smith & Nielsen (1984) in terms of absence of relationship between occupational burnout and librarians’ occupational experience, and in agreement with Togia’s study (2005) concerning absence of relationship between occupational burnout and age.

However, the study by Birch, Marchant & Smith (1986) does not support the results of the present research about the absence of any relationship between occupational burnout and age.

In addition, findings of the present study are in agreement with results of the study by Siamian and colleagues (2006) about the existence of a relationship between occupational burnout and the field of study. Nevertheless, the results are not in accordance with the study findings of Siamian, Shahrabi, Vahedi, Abbasairad & Yazdani Cherati (2006) concerning the relationship between occupational burnout and the educational level.

Controlling the factors causing burnout has considerable effects on increase in the efficiency, decrease in medical expenses, increase in occupational satisfaction, as well as increase in national income and economical benefits. On the other hand, the more the librarians get acquainted with subjects such as stress and burnout, the more improvement would be achieved in fields such as evaluation of workstation design, work organizing, relationship between human beings and environment, etc. Therefore, it is suggested to make some programs concerning stress management and time management to decrease the stress and burnout level. In addition, it will be helpful to follow some approaches including accurate plans for new employees, providing learning opportunities, participating in management decision-making (if possible), increasing/improving librarians’ motivations by giving rewards to them and changing their beliefs and occupational habits to prevent burnout problems in the libraries.

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