

A Study of Burnout Among Face To Face And Distance Mode Female Teachers In Relation To Their Organizational Climate

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Paper Received on: 15/01/2013

Paper Reviewed on: 19 /01/2013

Paper Accepted on: 21/01/2013

Abstract

The Study intends to find out the relationship between burnout and organizational climate in education sector. The sample of the study consists of 100 female teachers of colleges and universities of North India. The scale developed by Maslach and Jackson (1986) to measure burnout Maslach Burnout Inventory and organizational climate (OCS) developed by Pethe, Chaudhari and Dhar (2001) was used to collect data. The results of the study showed non significant negative relationship between organizational climate and the two dimensions of burnout i.e. emotional exhaustion and depersonalization of teachers where as positive but non significant relationship exists between organizational climate and personal accomplishment (third dimension of burnout).

Keywords: Burnout, distance mode, face to face, organizational climate, college teachers.

Introduction:

Success of any system of education depends on the quality, competence and the character of the teacher, as suggested by *Education Commission (1952-53)* that the most important factor in the contemplated educational reconstruction is the teacher - his personal qualities, his educational qualifications his professional training and the place that he occupies in the school as well as in the community. The reputation of a school and its influence on the life of the community, invariably depend on the kind of teachers working in it. In this time of transformation, when the nation is aspiring to take quantum jump into the club of developed nations, teacher has been subjected to increased pressures of the society, as the students and parents are becoming excessively demanding. Apart from covering the course content with adequate speed and precision and taking care of inter and inter-individual differences of students with wide range of abilities, interacting and guiding parents, the teacher is required to perform behavior needed by institution which goes beyond the requirements and in complete disregard to the social forces impinging upon the system as a whole. The role of teacher is very significant in achieving the objectives of education. In ancient Indian society teacher was considered next to God. He alone can transform the students, community and society. So the teaching profession is regarded as the most important profession as its social value lies in its significant contribution to the improvement of the quality of life and betterment of society at large.

Job burnout is a problem in many professions, but it significantly more prevalent in the helping professions. Teachers, as well as administrators, counselors, doctors, nurses, police officers, and so on have the additional burden of extreme responsibility for the well being of others on top of the multitude of stressors that stem from routine job activities. This heavy responsibility combined with limited resources, long hours, marginal working conditions, and often unreasonable demands from those receiving services, lead to chronic stress, and ultimately, burnout. Teacher burnout was found to be associated to organizational factors such as imposition of measurable goal achievement standards on teachers, lack of trust in teachers' professional adequacy, a disagreeable physical environment and inadequacy access to facilities and the intrusion of schoolwork into out of school hour's time. The interactions taking place between teachers, teachers and principal, teachers and students knit a web of social environment, which is constituent of organizational climate. Various other aspects of organizational set up such as time demands, clerical duties, difficulties with students, large classrooms, control of students, financial constraints and lack of educational supplies have been listed as stress inducing causes.

Burnout

The term burnout came in popular usage by *Greene's* novel, 'A Burnout case' which appeared in 1961. The initial articulation of burn out phenomenon was done by *Freudenburges (1974)* a psychiatrist working in an alternative health care agency. *According to Webster International Dictionary (1976)* defines burnout as to fail, wear out or become exhausted by making excessive demands on the energy, strength or resources. It indicates that burnout is the state of Emotional Exhaustion related to overload. So burnout is a decrease of over commitment. *Maslach and Jackson (1986)* define that burnout is syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment that can occur among individuals who do 'people work' of some kind. Burnout is a term used to describe people who are physically and psychologically burnt out. *Maslach & Jackson (1986)*, both researchers in this field, defined burnout according to three criteria: emotional exhaustion, depersonalization and reduced personal accomplishment. People experiencing these criteria usually feel as though they were unable to assist their students, and even more negative attitudes toward students, parents, and colleagues. The teachers also felt as though they were unable to accomplish any goals. Burned out teachers also felt less committed to creating good lessons and correcting work as well as less tolerance for classroom disruptions. There are two types of variables that effect burnout: personality and organizational.

Dimensions of burnout

The three dimensions of burnout as explained by *Maslach and Jackson (1986, 1998)* are:

Emotional Exhaustion (EE) which is the basic individual stress dimension (*Maslach, Schaufeli and Leiter, 2001*) refers to feelings of being emotionally over extended and exhausted by one's work. It signifies depletion of one's emotional resources. Workers feel drained and used up without any source of replenishment. They lack enough energy to face another day or another person in need.

Depersonalization refers to a negative cynical or excessively detached response to other people i.e. the recipients of one's service. It is an unfeeling and impersonal response, which often includes loss of idealism. It usually develops in response to overload of emotional exhaustion. The depersonalization dimension represents the interpersonal dimension of burnout.

Personal accomplishment refers to a decline in feelings of competence and productivity at work. Workers experience a growing sense of inadequacy about their ability to help clients and this may result in a self-imposed verdict of failure. The personal accomplishment dimension represents the self-evaluation dimension of burnout.

Organizational Climate

The earliest reference of Organizational Climate is found in the article of *Lewin, Lippitt and White (1939)*. This article is focused on the experimentally created social climates on a number of groups of teenage boys. But astonishingly the authors failed to provide any conceptual framework or the technique of measurement of Organizational Climate. *Forehand and Gilmer (1964)* defined organizational climate as the set of characteristics that describes an organization and that (a) distinguishes one organization from other organization, (b) is relatively enduring over time, and (c) influences behaviour of the people in the organization. *The Encyclopedic Dictionary of Psychology (1983)* explains that the basic premise is that organizations have a set of generalized conditions that effects the experience and behavior of people with in that organization, organizational conditions often viewed as dimensions of climate include degree of routine pressure of output, power, hierarchy, risk taking, social support of employees under strain, progressiveness, individual autonomy and reward orientation. Organizational climate is defined as a set of perceived attributes of an organization and its subsystems as reflected in the way an organization deals with members, groups and issues.

Dimensions of Organizational climate

The four dimensions of organizational climate as mentioned by *Pethe, Chaudhari and Dhar (2001)* are:

- a. Results, Rewards and Interpersonal Relations
- b. Organizational Processes
- c. Clarity of Roles and Sharing of Information
- d. Altruistic Behaviour

Review of related studies

Singh (1990) conducted a study on 300 male and female teachers from Rural and Urban Government Schools of Punjab and found that teachers working in open organizational climate show a significantly lower level of burnout than those teachers who are working in closed organizational climate. *Gupta (2005)* in her study on burnout among teachers in

relation to organizational climate of school also compared level of burnout among male and female school teachers. The study revealed that no significant gender differences exist among secondary school teachers on emotional exhaustion and personal accomplishment dimensions of burnout but significant gender difference was reported on depersonalization dimension of burnout, males being significantly more depersonalized than female teachers. *Bandhu (2006)* in his study on burnout among college teachers of Punjab in relation to organizational role stress and institutional climate also compared 453 (251 male and 202 female) college teachers' level of burnout. Investigator found that there are no significant gender differences in emotional exhaustion, depersonalization and personal accomplishment dimensions of burnout among college teachers.

Objectives and Hypotheses

The following objectives were undertaken into consideration for the compilation of this study.

- i. To find the relationship between organizational climate and burnout among male teachers.
- ii. To find the relationship between organizational climate and burnout among male teachers working in face to face mode
- iii. To find the relationship between organizational climate and burnout among male teachers working in distance mode

Based on these objectives, the study tested the following hypotheses:

- (a) There will be significant relationship between organizational climate and burnout among male teachers.
- (b) There will be significant relationship between organizational climate and burnout among male teachers working in face to face mode
- (c) There will be significant relationship between organizational climate and burnout among male teachers working in distance mode

Method and Procedure

The purpose of the present study was to look into burnout among face to face and distance teachers of northern India in relation to organizational climate. For this purpose descriptive survey method of research was followed. The description of the conduct of study is explained as under.

Design and Variables

Descriptive exploratory method of research was employed for present study. There were three independent variables namely, organizational climate, types of teachers and gender and one dependent variable namely burnout. Karl Pearson's correlation technique was

used to find the relation between dependent variable (burnout) and independent variables (organizational climate).

Sample

Multi-stage random sampling technique (three-stage) was used in the present study. At the first stage 8 states (Jammu and Kashmir, Himachal Pradesh, Punjab, Haryana, Delhi, Rajasthan, Uttar Pradesh & Uttra Khand) were selected from north India In the next stage universities and regional centers of IGNOU were selected. In the third stage 100 male teachers were selected who were teaching in face to face mode and regular mode.

Research tools

The following tools were used to collect data for the present study-

1. Personal data form to obtain information about gender of the teachers.
2. Maslach Burnout Inventory (Form Ed) developed by *Maslach and Jackson (1986)*.
3. Organizational Climate Scale by *Pethe, Chaudhari and Dhar (2001)*.

Results and Discussions

The correlation values between burnout and organizational climate among overall male sample and face to face and distance mode male teachers are given in Table 1.

Values of correlation between Organizational Climate and Burnout among male teachers

Variable (Burnout and Organizational climate)		Values of r for Male Teachers N=100	Values of r for Male Teachers (face to face) N=50	Values of r for Male Teachers (distance mode) N =50
Dimensio ns of Burnout	Emotional Exhaustion	-0.04 (NS)	-0.085NS	-0.007NS
	Depersonalization	-0.001 (NS)	-0.038NS	-0.015NS
	Personal Accomplishment	0.10 (NS)	0.053NS	0.191NS

NS means non significant

Above table shows that the values of Karl Pearson's coefficient of correlation between organizational climate and dimensions of burnout- emotional exhaustion, depersonalization and personal accomplishment of male teachers are reported to be -0.04, -0.001 and 0.01 respectively. The values of coefficient of correlation between organizational climate and dimensions of burnout i.e. emotional exhaustion and depersonalization are negative and non

significant. Whereas the values of coefficient of correlation between organizational climate and personal accomplishment dimension of burnout is positive but non significant. Thus hypothesis (a) which states that there will be significant relationship between organizational climate and burnout among male teachers is thus not accepted. It can be concluded that there is no relationship between organizational climate and all the three dimensions of burnout of male teachers.

Table shows that the values of Karl Pearson's coefficient of correlation between organizational climate and dimensions of burnout- emotional exhaustion, depersonalization and personal accomplishment of male Teachers working in face to face mode are reported to be -0.085, -0.038 and 0.053 respectively. The values of coefficient of correlation between organizational climate and dimensions of burnout i.e. emotional exhaustion and depersonalization are negative and non significant. Whereas the values of coefficient of correlation between organizational climate and personal accomplishment dimension of burnout is positive but non significant. Thus hypothesis (b) which states that there will be significant relationship between organizational climate and burnout among male teachers working in face to face mode is thus not accepted. It can be concluded that there is no relationship between organizational climate and all the three dimensions of burnout of male teachers working in face to face mode.

Table shows that the values of Karl Pearson's coefficient of correlation between organizational climate and dimensions of burnout- emotional exhaustion, depersonalization and personal accomplishment of male teachers working in distance mode are reported to be -0.007, -0.015 and 0.0191 respectively. The values of coefficient of correlation between organizational climate and dimensions of burnout i.e. emotional exhaustion and depersonalization are negative and non significant. Whereas the values of coefficient of correlation between organizational climate and personal accomplishment dimension of burnout is positive but non significant. Thus hypothesis (c) which states that there will be significant relationship between organizational climate and burnout among male teachers working in distance mode is thus not accepted. It can be concluded that there is no relationship between organizational climate and all the three dimensions of burnout of male teachers working in distance mode.

Conclusions

It is concluded from above discussion that there is no relationship between organizational climate and all the three dimensions of burnout i.e. emotional exhaustion, depersonalization and personal accomplishment of male teachers, male teachers working in face to face mode and male teachers working in distance mode.

Educational implications and Suggestions

The results of the study shows that there is negative correlation between emotional exhaustion and depersonalization dimension of burnout with organizational climate, but positive correlation personal accomplishment dimension of burnout. The control and prevention of burnout is essential in order to tame its occurrence in becoming an epidemic.

Before taking preventative measures, there is also a need to assess the prevailing extent of burnout among teachers. Cases of burnout may be identified on the basis of testing and non testing methods. It is suggested for the managing bodies that conducive environment must be provided to the teachers working through different modes. For the solution of the problem of burnout among teachers organizational climate needs to be improved. Periodic meetings of the teachers with HOD's/Principal should be organized to discuss various problems of the teachers and find solutions. The recognition and approval of best work done and healthy practices initiated by teachers may help protecting their well-being and saving them from being burned out. There should be organizational mechanism to develop appropriate, rational, logical and plausible strategies for human resource management and development. Opportunities should be provided for career progression, professional improvement and to widen the academic horizons. Training programmes should be organized to practice meditation, relaxation therapies, yoga etc. to minimize burnout.

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