

STUDY OF BURNOUT AMONG FACE TO FACE AND DISTANCE MODE TEACHERS IN RELATION TO THEIR ORGANIZATIONAL CLIMATE

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ABSTRACT

The Study intends to find out the relationship between burnout and organizational climate in education sector. The sample of the study consists of 200 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).

Key words: Burnout, Distance Mode, Face to Face, Organizational Climate, College Teachers.

Introduction

Burnout is a socio-psychological syndrome grounded in the complexities of people's relationship with work. It progresses due to chronic interpersonal stressors on the job and leads towards dampening of enthusiasm to work and erosion of engagement with job, slackening performance and sometimes a promising human resource is nipped in the bud due to experience of burnout. *Maslach (1993)* stated three components of burnout that are emotional exhaustion, a sense of depression and a sense of being less productive & professionally. 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.

Review of Related literature

Gupta (2005) conducted a study on 200 Secondary School Teachers of Chandigarh and the tools used were Maslach Burnout Inventory & Organizational Climate Inventory (OCI-Form B) developed by Chatopadhyay and Aggarwal measuring organizational climate in terms of eleven different dimensions. It may be further be added that 'performance standards', 'motivational level', 'decision making process', 'support system' dimensions of organizational climate emerge as prominent factors predicting burnout and 'support system' turned out as only significant factors showing relationship with all the three dimensions of burnout i.e. emotional exhaustion, depersonalization and personal accomplishment. Bandhu (2006) studied burnout among college teachers of Punjab in relation to organizational role stress and institutional climate. Researcher found that college teachers perceiving institutional climate as better have significantly lower level of emotional exhaustion than those perceiving institutional climate as poor. Bettinardi, Montangner,

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Maini, Vidotto (2008) conducted a study on Organizational climate, trust and burnout in a rehabilitation center. The sample consisted of 131 employees, subdivided into 6 professional categories. Three questionnaires were administered to the employees. The results evidenced significant differences between the various professional groups regarding the climate perceived and trust in the organization. This study confirms the importance of promoting organizational strategies aimed at mutual reinforcement and support characterized by regular and constructive feedback, wherein there is a reciprocal recognition of each employee's role through a clear, open communication.

Objectives of the Study

1. To find the relationship between organizational climate and burnout among teachers.
2. To find the relationship between organizational climate and burnout among teachers working in face to face mode.
3. To find the relationship between organizational climate and burnout among teachers working in distance mode.

Hypotheses

1. There will be significant relationship between organizational climate and burnout among teachers.
2. There will be significant relationship between organizational climate and burnout among teachers working in face to face mode.
3. There will be significant relationship between organizational climate and burnout among teachers working in distance mode.

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 Anchal) were selected from North India In the next stage universities and regional centers of IGNOU were selected. In the third stage 200 Teachers were selected giving equal representation was give to teachers teaching in face to face mode and regular mode.

Method

For the proposed study, the descriptive survey method was used.

Tools

1. Maslach Burnout Inventory (Form Ed) by Christina Maslach and Susan E. Jackson (1986).
2. Organizational Climate Scale by *Sanjyot Pethe, Sushama Chaudhari and Upinder Dhar (2001)*.

Results

Karl Pearson's coefficient of correlation techniques was employed to find out the relationship between Burnout and Organizational Climate for teachers (total sample) and the teachers teaching through face to face mode and the teachers teaching through distance mode. The values are given in the table given below.

Table 1: Showing values of coefficient of correlation between burnout and organizational climate among teachers N=200

Variables (Burnout and Organizational climate)		Values of r for Teachers N=200	Values of r for Teachers (face to face) N=100	Values of r for Teachers (distance mode) N=100
Dimensions of Burnout	Emotional Exhaustion	-0.056 (NS)	-0.149NS	-0.068NS
	Depersonalization	-0.013 (NS)	-0.045NS	-0.069NS
	Personal Accomplishment	0.059 (NS)	0.050NS	0.039NS

NS means not significant

Table shows that the values of Pearson's coefficient of correlation between Organizational Climate and dimensions of Burnout- Emotional Exhaustion, Depersonalization and Personal Accomplishment of Teachers are reported to be -0.056, -0.013 and 0.059 respectively. The values of coefficient of correlation between Organizational Climate and two dimensions of burnout i.e. Emotional Exhaustion and Depersonalization are negative and non significant. Where as the values of coefficient of correlation between Organizational Climate and Personal Accomplishment dimension of Burnout is positive but non significant. Thus hypothesis 1 which states that, "There will be significant relationship between Organizational Climate and Burnout among Teachers" is thus not accepted. This finding is well supported by the studies early conducted by Singh (1990),Gupta(2005) Bandhu(2006) and Bettinardi, Montangner, Maini, Vidotto (2008).

Table also shows that the values of 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 -0.149, -0.045 and 0.050 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. Where as the values of coefficient of correlation between Organizational Climate and Personal Accomplishment dimension of Burnout is positive but non significant. Thus hypothesis 2 which states that, "There will be significant relationship between Organizational Climate and Burnout among Teachers working in face to face mode" is thus not accepted. This finding is well supported by the studies early conducted by Singh (1990),Gupta(2005) Bandhu(2006) and Bettinardi, Montangner, Maini, Vidotto (2008).

Table further shows that the values of Pearson's coefficient of correlation between Organizational Climate and dimensions of Burnout- Emotional Exhaustion, Depersonalization and Personal Accomplishment of Teachers working in distance mode are reported to be -0.068, -0.069 and 0.039 respectively. The values of coefficient of correlation between Organizational Climate and two dimensions of burnout i.e. Emotional Exhaustion and Depersonalization are negative and non significant. Where as the values of coefficient of correlation between Organizational Climate and Personal Accomplishment dimension of Burnout is positive but non significant. Thus hypothesis 3 which states that, "There will be significant relationship between Organizational Climate and Burnout among Teachers working in distance mode" is thus not accepted. This finding is well supported by the studies early conducted by Singh (1990), Gupta(2005) Bandhu(2006) and Bettinardi, Montangner, Maini, Vidotto (2008)

Implications

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. It has been proved conducted by Arora (1978), Mutha (1980), Shah (1999), Bedwell and Charles (1999) and Singh (2003). Thus reduction in burnout among teacher will lead to improvement in the effectiveness of the teachers.

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