



OCCUPATIONAL BURNOUT AND ORGANIZATIONAL CLIMATE AMONG SECONDARY SCHOOL TEACHERS

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ABSTRACT:

Occupational burnout is a severe condition characterized by emotional, mental, and physical exhaustion due to prolonged stress, often prevalent in human service professions. It has been employed in present investigation to study the relationship between occupational burnout and organizational climate among secondary school teachers. A stratified random sampling technique was adopted for the selection of sample 200 school teachers was taken for the study. The suitable Statistical Techniques were employed to give concise picture of the whole data for its better comprehension. The results show that there exists high level of occupational burn out among high schools teachers. There exists no significant difference in occupational burnout of high school teachers with respect to gender and type of school but differ on organizational climate on type of school. There is significant but inverse relationship between the level of organizational climate and occupational burnout. The study suggests that schools should manage burnout in teachers to maximize productivity and effectiveness.

KEYWORDS:

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INTRODUCTION

"The teacher is Brahma: The Creator; he is God Vishnu, he is God Maheshwara. He is the entire universe, salutation to him."

Teachers play a crucial role in shaping students' development, shaping their nation's destiny, and ensuring the actualization of objectives. They must balance expectations, responsibilities, and social situations, covering course content quickly and accurately. The modern teaching process has become more complex, leading to stress and burnout. Secondary school teachers face higher stress due to demanding situations, dealing with adolescent students, overcrowded classes, heavy syllabuses, and inadequate facilities. Therefore, teachers must be prepared for everyday changes and maintain good mental and physical health.

OCCUPATIONAL BURNOUT

Occupational burnout is a severe condition characterized by emotional, mental, and physical exhaustion due to prolonged stress, often prevalent in human service professions. This burnout can lead to impaired empathy, cynical attitudes, and thoughts of quitting. It can also result in social withdrawal, conflict, chronic stress symptoms, and self-medication, posing health risks. Effective management is crucial for individuals seeking meaning and growth in their work.

Occupational and occupation burnout among teachers is a prevalent issue, characterized by a loss of interest and excitement in their profession, leading to feelings of helplessness, depression, and negative self-concept. Statistical data shows an increasing number of teachers abandoning their profession. According to Shinn (1982)

and Katzell, Korman, and Levine (1971), teachers are three times more likely to quit their jobs and even more likely to want to quit their jobs than are similarly trained professionals. Thousands of teachers are dropping out due to decreased funding, limited control over their teaching, and lack of societal commitment, leading to job losses and early retirement.

Maslach and Jackson (1981) opines that "Burned out people suffer from emotional exhaustion, depersonalization and a reduced sense of personal accomplishment. Emotional exhaustion refers to feelings of being emotionally overextended and having depleted one's emotional recourses. Depersonalization refers to a negative, callous and detached attitude towards the people one works with i.e. patients, clients or students. Reduced personal accomplishment refers to someone's negative self-evaluation in relation to their job performance."

Maslach and Leiter (1992), "Burnout is the index of the dislocation between what people are and what they have to do. It represents erosion in values, dignity and spirit and will lead to erosion in the human soul."

ORGANIZATIONAL CLIMATE

Organizational climate (sometimes known as Corporate Climate) is the process of quantifying the" culture of an organization, it precedes the notion of organizational culture. It is a set of properties of the work environment, perceived directly or indirectly by the employees, that is assumed to be a major force in influencing employee behaviour.

The human interaction that takes place in the school plays an important role. The school is the web of interaction

among people who live and work together in a particular way. This interactional environment of the institution leads to organizational climate. The organizational climate has been understood in many ways such as "the feel", "the atmosphere", "the environment", "the zeal", "the condition prevails" and "the tone of the institution." The organizational climate is, "the catholic patterns giving identity to subgroups and the interpersonal relations in a living organization." It is the personality of an organization.

Chattopadhyay and Aggarwal opine, "Organizational climate is an outcome of interplay between a number of variables of the social system, the organizational and the individual members."

Organizational climate, while defined differently by many researcher and scholars, generally refers to degree on which organization focuses and emphasizes, therefore, there exists a very close and important relationship between burnout and organizational climate.

REVIEW OF RELATED LITERATURE

Rani and Rani (2014) found that organizational climate was negligible in influencing job satisfaction of elementary teachers, and no correlation was found for female teachers. Sahni and Deswal (2015) identified factors such as qualification, years of teaching experience, academic title, organizational climate, occupational stress, psychological well-being, self-confidence, and personality as significant indicators of burnout among teacher educators in Haryana. Giles, Mayo, and Aguilar (2016) showed the correlation of dimensions of burnout with organizational factors in a population of professors of the Faculty of Accounting Management and Informatics of the University. The lack of cohesion among staff with professional exhaustion adversely affects the quality of life of teachers and their interpersonal relations by increasing psychological stress. Lavian (2017) examined the impact of organizational climate on burnout among homeroom and special education teachers working in Israel. The study revealed that teachers often begin with a sense of idealism and hard work, but the harsh reality of teaching can lead to stress, burnout, and even resignation. Savarimuthu and Rani (2022) found significant correlation between organizational climate and teacher burnout in high school teachers. A sample of 400 teachers showed a link between good or average organizational climate and burnout in teachers from bad or average environments. Silva and Freire (2022) studied the role of organizational climate and work-family conflict in burnout, finding that involvement, control, autonomy, task orientation, and physical comfort were associated with burnout. Dixit (2023) conducted a study on occupational burnout and organizational climate among high school teachers. The results showed that the factors like administration of the school influence occupational burnout and organizational climate.

The reviews examines the link between organizational climate and school nature, revealing factors like job stress,

gender, and locality contributing to teacher burnout in schools, highlighting the need for further research.

NEED OF THE STUDY

If a teacher is content with the atmosphere at work, he will do better work. A teacher can give it his all, but he frequently feels stressed out because of inadequate resources and discontent, which is bad for him. Therefore, it is crucial to give instructors a healthy workplace. Teachers' productivity is also lowered by elements associated with a bad organisational climate, such as the principal-teacher relationship, fear of advancement, and the standard of working conditions. Therefore, understanding the extent to which organisational environment predicts teacher burnout becomes crucial. The researcher chose this specific issue in order to determine the degree of teacher burnout in connection to the organisational climate. Furthermore, a survey of the relevant literature revealed that no much research has been done on secondary school teachers' burnout in connection to organisational climate or the findings were contradictory so the researcher chose this problem as a result.

OBJECTIVES OF THE STUDY

- To study the level of occupational burnout among secondary school teachers.
- To study and compare the level of occupational burnout of secondary school teachers with respect to gender and type of school.
- To study and compare the level of organizational climate of secondary school teachers with respect to gender and type of school.
- To study the relationship between occupational burnout and organizational climate among secondary school teachers.

HYPOTHESES OF THE STUDY

After studying these contradictory results of all these researches, the investigator has decided to take this problem for research work and formed these hypotheses to test:

1. There exists high level of occupational burnout among secondary school teachers.
2. There exists no significant difference in occupational burnout of secondary school teachers with respect to gender and type of school.
3. There exists no significant difference in organizational climate of secondary school teachers with respect to gender and type of school.
4. There exists no significant relationship between occupational burnout and organizational climate among secondary school teachers.

DESIGN OF THE STUDY

The study was conducted through the normative survey method of research, and it was most suitable for the study.

It has been employed in the present investigation to study the relationship between occupational burnout and organisational climate. A stratified random sampling technique was adopted for the selection of a sample of 200 secondary school teachers for the study.

Delimitations of the Problem

- The study was delimited to 200 secondary school teachers only.
- The study was delimited to Ludhiana district of Punjab State.

STATISTICAL TECHNIQUES USED

The following statistical techniques were used in the study:

1. Mean, standard deviation, to study the nature of the distribution of scores.
2. Coefficient of correlation to find out the relationship between variables.
3. t-test to investigate the significance of the difference between variables.
4. Graphical representation.

TOOLS USED

- Maslach Burnout Inventory by Christina Maslach, Jackson Leiter, Schaufeli Schwab. (1997)
- Organizational Climate Scale by Sanjyot Pethe, Sushama Chaudhari and Upinder Dhar (2001).

OBJECTIVES WISE ANALYSIS AND INTERPRETATION

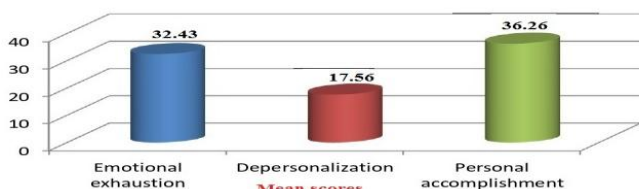
Objective 1: To study the level of occupational burnout among secondary school teachers.

TABLE 1: MEAN SCORES OF OCCUPATIONAL BURNOUT AMONG SECONDARY SCHOOL TEACHERS.

Variables	N	Mean
Emotional exhaustion	200	32.43
Depersonalization		17.56
Personal accomplishment		36.26

Table 1 clearly depicts that there is high level of emotional exhaustion and personal accomplishment. There is moderate level of depersonalization. This shows that there is high level of occupational burnout among secondary school teachers.

GRAPH 1: SHOWS THE MEANS OF DIMENSIONS OF OCCUPATIONAL BURNOUT OF SECONDARY SCHOOL TEACHERS.



Objective 2a: To study and compare the level of occupational burnout of school teachers with respect to gender.

TABLE 2: GENDER WISE DIFFERENCE IN OCCUPATIONAL BURNOUT OF SCHOOL TEACHERS.

Gender	N	Mean	S.D.	S.E _D	T-value	Level of significance
Male	100	93.32	12.74	4.90	0.44	Insignificant at both levels
Female	100	95.51	13.27			

Table 2 shows the t-value is 0.44 which is insignificant at 0.05 and 0.01 level indicated that mean scores of male and females do not differ significantly as the obtained t-value. Thus the hypothesis that there exists no significant difference in occupational burnout of school teachers with respect to gender is accepted.

Objective 2b: To study and compare the level of occupational burnout of secondary school teachers with respect to type of school.

TABLE 3: SCHOOL WISE DIFFERENCE IN OCCUPATIONAL BURNOUT OF SCHOOL TEACHERS.

School	N	Mean	S.D.	S.E _D	T-value	Level of significance
Govt	100	14.42	10.98	2.11	1.42	Insignificant at both levels
Private	100	17.25	7.56			

From table 3 we can observe that t-value is 1.42 which is not significant at 0.05 and 0.01 levels indicated that mean scores of govt and private school teachers do not differ significantly as the obtained t-value. Thus the hypothesis that there exists no significant difference in occupational burnout of school teachers with respect to type of school is accepted.

Objective 3a: To study and compare the level of organizational climate of school teachers with respect to gender.

TABLE 4: GENDER WISE DIFFERENCE IN ORGANIZATIONAL CLIMATE OF SCHOOL TEACHERS

Gender	N	Mean	S.D.	S.E _D	T-value	Level of significance
Male	100	103.32	25.74	4.95	0.18	Insignificant at both levels
Female	100	102.50	15.33			

From table 4 it can be seen that the t-value is 0.18 which is not significant at 0.05 and 0.01 levels indicated that mean scores of male and females do not differ significantly as the obtained t-value was less than table value. Thus the hypothesis that there exists no significant difference in organizational climate of school teachers with respect to gender is accepted.

Objective 3b: To study and compare the level of organizational climate of school teachers with respect to

type of school.

TABLE 5: SCHOOL WISE DIFFERENCE IN ORGANIZATIONAL CLIMATE OF SCHOOL TEACHERS

School	N	Mean	S.D.	S.Ed	T-value	Level of significance
Govt	100	89.16	5.77	0.89	3.21	Insignificant at both levels
Private	100	86.34	6.86			

From table 5 it can be seen that the t-value is 3.21 which is significant at 0.05 and 0.01 levels indicated that mean scores of government and private teachers differ significantly as the obtained t-value was higher than table value. Thus the hypothesis that there exists no significant difference in organizational climate of school teachers with respect to type of school is rejected.

Objective 4: To study the relationship between occupational burnout and organizational climate among secondary school teachers

TABLE 6: CORRELATION BETWEEN OCCUPATIONAL BURNOUT AND ORGANIZATIONAL CLIMATE AMONG TEACHERS.

Variables	N	r	Level of significance
Occupational Burnout	200	- 0.27	Significant Inverse relationship
Organizational Climate	200		

Table 6 shows the value of coefficient of correlation of occupational burnout and organizational climate of school teachers is -0.27 which is significant indicated that there is inverse relationship between occupational burnout and organizational climate. It may there for be said that occupational burnout and organizational climate of school teachers were found to be negatively significantly correlation.

In the present study the investigator found that occupational burnout and organizational climate are significantly negatively correlated with each other. The result will give immense help to teachers, management, and administrations.

EDUCATIONAL IMPLICATIONS

The study suggests that schools should manage burnout in teachers to maximize productivity and effectiveness. Principals should be trained to interact with teachers and maintain a low level of burnout. Counseling services should be provided if needed. Teachers are recognized as guides in learning and their roles vary depending on the organizational climate. Good teachers continuously enhance students' achievements and pursue high goals, while others struggle with everyday stress. School organizational climates affect teachers' role and personality in school, society, and family. Unfavorable climates can lead to psychological stress and role conflicts, negatively impacting teachers' personalities. Teachers can

develop motivation to achieve through perfect teaching methods and avoid role conflicts within the organization.

SUGGESTIONS FOR FURTHER RESEARCH

- Further studies can be applied on larges sample for more generalized results.
- The further studies can be extended to different districts or over the borders.
- A comparative study can also be conducted on locality, streams, level of schools, designation of teachers etc.
- Relationship of occupational burnout and organizational climate with other variables can be researched.

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