CHAPTER-V

SUMMARY

Burnout is a malaise of the spirit in which motivation, that mysterious force that gets us moving is damaged or even destroyed. Job burnout could be called job depression. Burnout is not an all-or-nothing proposition. On any particular day enthusiasm for work is increasing or decreasing but it does not remain the same. Even the hottest fires will burn out, so we tend them fanning, stoking, and occasionally adding log. When motivation wanes, we burnt out.

Riggar, Godley and Hafer (1984), Bacharach, Bamberger and Conley (1991); Shirom (1989) and Jackson-Malik (2005) found that the Job Burnout was inversely related to Job Satisfaction whereas Malhotra (1989), Ozyurt, Hayran and Sur (2006), Madan (2007) concluded that Personal Accomplishment a dimension was positively and significantly related with Job Satisfaction were as other two dimensions of Job Burnout namely Emotional Exhaustion and Depersonalization were negatively and significantly correlated with Job Satisfaction.


5.1 STATEMENT OF THE PROBLEM
STUDY OF BURNOUT AMONG FACE TO FACE AND DISTANCE MODE TEACHERS IN RELATION TO THEIR JOB SATISFACTION AND ORGANIZATIONAL CLIMATE

5.2 OBJECTIVES
The study was conducted with following objective in view.
1  (a) To find the relationship between Job Satisfaction and Burnout among Teachers.
   (b) To find the relationship between Job Satisfaction and Burnout among teachers working in face to face mode.
   (c) To find the relationship between Job Satisfaction and Burnout among teachers working in distance mode.
2  (a) To find the relationship between Job Satisfaction and Burnout among male teachers.
   (b) To find the relationship between Job Satisfaction and Burnout among male Teachers working in face to face mode.
   (c) To find the relationship between Job Satisfaction and Burnout among male Teachers working in distance mode
3  (a) To find the relationship between Job Satisfaction and Burnout among Female Teachers.
   (b) To find the relationship between Job Satisfaction and Burnout among Female Teachers working in face to face mode
   (c) To find the relationship between Job Satisfaction and Burnout among Female Teachers working in distance mode.
4 (a) To find the relationship between Organizational Climate and Burnout among Teachers.
(b) To find the relationship between Organizational Climate and Burnout among Teachers working in face to face mode.
(c) To find the relationship between Organizational Climate and Burnout among Teachers working in distance mode.

5 (a) To find the relationship between Organizational Climate and Burnout among Male Teachers.
(b) To find the relationship between Organizational Climate and Burnout among male Teachers working in face to face mode.
(c) To find the relationship between Organizational Climate and Burnout among male Teachers working in distance mode.

6 (a) To find the relationship between Organizational Climate and Burnout among Female Teachers.
(b) To find the relationship between Organizational Climate and Burnout among female Teachers working in face to face mode.
(c) To find the relationship between Organizational Climate and Burnout among female Teachers working in distance mode.

7 (a) To study the prediction of Burnout among Teachers on the basis of conjoint effect of Job Satisfaction and Organizational Climate.
(b) To study the prediction of Burnout among teachers working in face to face mode on the basis of conjoint effect of Job Satisfaction and Organizational Climate.
(c) To study the prediction of Burnout among Teachers working in distance mode on the basis of conjoint effect of Job Satisfaction and Organizational Climate.
5.3 HYPOTHESES

Directed towards the objectives of the study and based upon empirical evidence cited in the preceding paragraphs the following hypotheses were formulated for verification:

1. (a) There was significant relationship between Job Satisfaction and Burnout among Teachers.
   (b) There was significant relationship between Job Satisfaction and Burnout among teachers working in face to face mode.
   (c) There was significant relationship between Job Satisfaction and Burnout among teachers working in distance mode.

2. (a) There was significant relationship between Job Satisfaction and Burnout among Male Teachers.
    (b) There was significant relationship between Job Satisfaction and Burnout among male Teachers working in face to face mode.
    (c) There was significant relationship between Job Satisfaction and Burnout among male Teachers working in distance mode.

3. (a) There was significant relationship between Job Satisfaction and Burnout among Female Teachers.
    (b) There was significant relationship between Job Satisfaction and Burnout among Female Teachers working in face to face mode.
    (c) There was significant relationship between Job Satisfaction and Burnout among Female Teachers working in distance mode.

4. (a) There was significant relationship between Organizational Climate and Burnout among Teachers.
    (b) There was significant relationship between Organizational Climate and Burnout among Teachers working in face to face mode.
    (c) There was significant relationship between Organizational Climate and Burnout among Teachers working in distance mode.
(a) There was significant relationship between Organizational Climate and Burnout among Male Teachers.

(b) There was significant relationship between Organizational Climate and Burnout among male Teachers working in face to face mode.

(c) There was significant relationship between Organizational Climate and Burnout among male Teachers working in distance mode.

(a) There was significant relationship between Organizational Climate and Burnout among Female Teachers.

(b) There was significant relationship between Organizational Climate and Burnout among female Teachers working in face to face mode.

(c) There was significant relationship between Organizational Climate and Burnout among female Teachers working in distance mode.

(a) The prediction of Burnout among Teachers on the basis of conjoint effect of Job Satisfaction and Organizational Climate was significantly higher as compared to their separate prediction.

(b) The prediction of Burnout among teachers working in face to face mode on the basis of conjoint effect of Job Satisfaction and Organizational Climate was significantly higher as compared to their separate prediction.

(c) The prediction of Burnout among Teachers working in distance mode on the basis of conjoint effect of Job Satisfaction and Organizational Climate was significantly higher as compared to their separate prediction.
5.4 DELIMITATIONS
1. Burnout among Face to Face and Distance Mode teachers may be compared with other variables i.e. organizational role stress, effectiveness, non organizational factors etc have not been considered.
2. The present study was restricted to examine burnout among face to face and distance mode teachers in relation to their Job Satisfaction and Organizational Climate variables only.
3. The study was restricted to the Teachers involved in Face to Face and Distance Mode (Correspondence Courses) learning’s only. Some new modes like e learning, tele conferencing, video conferencing etc. have not been considered.
4. The sample was restricted to College / University Teachers of North India only.

5.5 OPERATIONAL DEFINITION OF THE VARIABLES

Burnout

Burnout is an internal psychological experience, a process and a process and a chronic syndrome involving feelings, attitudes motives and expectations; psychologically defined as ‘the loss of concern for people with whom one is working’ to be measured in terms of three dimensions, namely emotional exhaustion (exhibited when one feels being emotionally over extended and exhausted by one’s work), depersonalization (shown in negative, cynical and callous attitude towards recipients of one’s service, care, treatment or instruction) and reduced personal accomplishment (expressed in terms of competence and successful achievements on one’s work with people), as measured by Maslach Burnout Inventory.
Job Satisfaction

Job satisfaction is the favourableness with which worker views their job. It results when there is a fit between job requirements and the wants and expectation of employees. In other words it expresses the extent of match between worker’s expectation and the rewards job provides and the values it creates and gets cherished.

Organizational Climate

Organizational climate is defined as a set of perceived attributes of an organization and its sub-systems as reflected in the way an organization deals with its members, groups and issues. Organizational climate is a combination of attributes considered over time. It is the perceived aspect of an organization’s internal environment, but within the same organization there may be different organizational climates.

Teachers working in Face to Face mode

Teachers working in face to face mode according to the present study are the teachers involved in conventional type of teaching. Face to Face teaching involves direct interaction with dual participation from teachers / students. It has a profound drawback of making teaching monotonous, time bound and other consideration limitations. It is a mode as per the traditional parameters / values. They teach in colleges and universities where the formal type of education is provided.

Teachers working in Distance mode

On the other hand Distance mode is the non conventional mode free from the rigidities of continuous class room study schedules. The Directorates,
Departments e.g. Directorate of Distance Education, Institutes of Correspondence Courses, Centre for Distance Study etc. Universities involved in distance mode of education. The teachers working in such modes arrange the counseling sessions and Personal contact Programmes. Moreover distance mode teachers were facilitating the students with SLMs (Self learning material).

5.6 SAMPLE

The college/University teachers teaching in both face to face mode and distance mode of north Indian states (Jammu and Kashmir, Himachal Pradesh, Punjab, Haryana, Delhi, Rajasthan, Uttar Pradesh & Uttra Khand) constituted the universe of the study. Total of 200 teachers were included in the present study. Equal representation was given to teachers of face to face mode and distance mode also to male and female teachers.

5.7 RESEARCH TOOLS

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

1. Personal data form to obtain information about Gender and Age of Teachers.

2. Maslach Burnout Inventory (Form Ed) developed by Christina Maslach and Susan E. Jackson (1986).

3. Organizational Climate Scale by Sanjyot Pethe, Sushama Chaudhari and Upinder Dhar (2001).

5.8 CONCLUSIONS

1. There was significant negative relationship between Job Satisfaction and the two dimensions of Burnout i.e. Emotional Exhaustion and Depersonalization of Teachers where as positive but non significant relation exists between Job Satisfaction and Personal Accomplishment (third dimension of Burnout).

2. There was significant negative relationship between Job Satisfaction and the two dimensions of Burnout i.e. Emotional Exhaustion and Depersonalization of Teachers working in face to face mode where as positive but non significant relation between Job Satisfaction and Personal Accomplishment (third dimension of Burnout)

3. There was non significant relationship between Job Satisfaction and all the three dimensions of Burnout i.e. Emotional Exhaustion, Depersonalization and Personal Accomplishment of Teachers working in distance mode

4. There was non significant relationship between Job Satisfaction and all the three dimensions of Burnout i.e. Emotional Exhaustion, Depersonalization and Personal Accomplishment of Male Teachers

5. There was no relationship between Job Satisfaction and all the three dimensions of Burnout i.e. Emotional Exhaustion, Personal Accomplishment of male Teachers working in face to face mode.

6. There was no significant relationship between Job Satisfaction and all the three dimensions of Burnout i.e. Emotional Exhaustion, Depersonalization and Personal Accomplishment of Male Teachers working in distance mode.

7. There was significant negative relationship between Job Satisfaction and the two dimensions of Burnout i.e. Emotional Exhaustion and Depersonalization of Female Teachers where as positive but non significant relation between Job Satisfaction and Personal Accomplishment (third dimension of Burnout).
8. There was significant negative relationship between Job Satisfaction and the two dimensions of Burnout i.e. Emotional Exhaustion and Depersonalization of Teachers working in face to face mode whereas positive but non-significant relation between Job Satisfaction and Personal Accomplishment (third dimension of Burnout) among female teachers working in face to face mode.

9. There was no relationship between Job Satisfaction and all the three dimensions of Burnout i.e. Emotional Exhaustion, Depersonalization and Personal Accomplishment of Female Teachers working in distance mode.

10. There was no relationship between Organizational Climate and all the three dimensions of Burnout i.e. Emotional Exhaustion, Depersonalization and Personal Accomplishment of Teachers.

11. There was no relationship between Organizational Climate and all the three dimensions of Burnout i.e. Emotional Exhaustion, Depersonalization and Personal Accomplishment of Teachers working in face to face mode.

12. There was no relationship between Organizational Climate and all the three dimensions of Burnout i.e. Emotional Exhaustion, Depersonalization and Personal Accomplishment of Male Teachers.

13. There was no relationship between Organizational Climate and all the three dimensions of Burnout i.e. Emotional Exhaustion, Depersonalization and Personal Accomplishment of Male Teachers working in distance mode.

14. There was no relationship between Organizational Climate and all the three dimensions of Burnout i.e. Emotional Exhaustion, Depersonalization and Personal Accomplishment of male Teachers working in face to face mode.

15. There was no relationship between Organizational Climate and all the three dimensions of Burnout i.e. Emotional Exhaustion, Depersonalization of male Teachers working in distance mode.
16. There was no relationship between Organizational Climate and all the three dimensions of Burnout i.e. Emotional Exhaustion, Depersonalization and Personal Accomplishment of female Teachers.

17. There was significant negative relationship between Organizational Climate and the three dimensions of Burnout i.e. Emotional Exhaustion, Depersonalization and Personal Accomplishment of female Teachers working in face to face mode.

18. There was significant negative relationship between Organizational Climate and all the three dimensions of Burnout i.e. Emotional Exhaustion, Depersonalization and Personal Accomplishment of female Teachers working in distance mode.

19. The conjoint effect of Job Satisfaction and Organizational Climate was not significantly higher as compared to their separate predictions in all the three dimensions (Emotional Exhaustion, Depersonalization and Personal Accomplishment) of Burnout.

20. The Job Satisfaction and Organizational Climate of Teachers working in Face to Face mode conjointly predict Emotional Exhaustion and Depersonalization dimensions of Burnout significantly more as compared to their separate prediction, where as the two variables do not conjointly predict Personal Accomplishment, the third dimension of Burnout was significantly more as compared to their separate prediction.

21. The basis of above discussion the conjoint effect of Job Satisfaction and Organizational Climate of Teachers working in distance mode on all the three dimensions of burnout (Emotional Exhaustion, Depersonalization and Personal Accomplishment), was not significantly higher as compared to their separate prediction.

5.9 EDUCATIONAL IMPLICATIONS

The results of the study shows that there is negative correlation between Emotional Exhaustion and Depersonalization dimension of burnout with Job Satisfaction, but positive correlation Personal Accomplishment dimension of
Burnout. Similar results are found for correlation between Burnout and Organizational Climate. 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. This will lead to the reduction of the burnout and thus improve Job Satisfaction. Job satisfaction is positively related with effectiveness. 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.

5.10 SUGGESTIONS FOR FURTHER RESEARCH
1. A Same study can be conducted on Teachers working in Schools of northern states or different parts of states as sample.
2. Burnout can be compared other variables like Experience, Age, Nature of Job, Teacher Effectiveness, stress, Self Confidence, other demographic variables etc between the teachers of the Government and Private Universities.
3. Similar study can be conducted on Different types of institutions like professional colleges, government colleges, private college and government-aided colleges.

4. The consequence of burnout needs to be explored on learning outcomes of students being taught by the burned-out and not burned-out teachers.

5. Same study can be conducted on the Principals of Government, Government Aided and Private Schools and Colleges. The assumption is that the behaviour of the principal causes burnout among teachers, but there is also a need to examine the bouts of burnout experienced by principals due to the behaviour of teachers.

6. A similar study can be conducted on other profession like Doctors, Lawyers, Engineers, Administrators and other Private Sector Employees. Comparison could also be made between the different professionals and different levels in the organizational setup.

7. The investigations on burnout among college/school teachers may be further pursued by taking into account some other demographic variables like parental background, marital status, social status, economic, educational and employment status.

8. Different studies can be carried out to review the role of policies of education at both the central and state government levels contributing towards burnout levels of teachers.

9. A study may also be carried out to compare the levels of burnout among caregivers working in play way schools and children with special needs.

10. Studies may conceive to conduct research on burnout among the other non academicians such as computer operators, typists, clerks etc. All these employees are an integral part of the organizational climate being perceived by teachers.