CHAPTER-II

REVIEW OF RELATED LITERATURE

Review of related literature is an important prerequisite to actual planning and for the execution of any research work before embarking on a fresh study. Realizing the importance of Review, Best (1977) says, “A familiarity with the literature in any problem helps the students to discover what is already known, what others have attempted to find out, what methods have been promising and disappointing and what problems remained to be solved.”

Further the study of related Literature helps in avoiding duplication guides in carrying out the investigation successfully and makes the research familiar with the steps involved in it. Working with literature informs, inspires, educates and enlightens the researcher. Therefore, in this chapter of review latest research has been presented with a view to get generalized and frame the hypothesis.

2.1 STUDIES RELATED TO BURNOUT

Bonn (1981) advocated that age, sex, grade level taught, years of experience, presence of support system and location of educational setting were not found to have a statistically significant relationship with burnout.

Schwab (1981) concluded that when teachers were grouped according to sex, they differed in perceptions of burnout on the Depersonalization and Personal Accomplishment subscales of burnout.

Whitaker (1981) studied to investigate the nature of burnout phenomenon among senior secondary school teachers. It was asserted on the
basis of his exploration that burnout did not seem to be prevalent among the sampled senior secondary school teachers. Significantly a large number of teachers were highly enthusiastic, moderately frustrated and alienated only up to small extent.

*Turnipseed (1987)* aimed to assess the extent of burnout among nurses by using Maslach Burnout Inventory. The study on the basis of response given by 71 nurses summarized that burnout among nurses was low, both absolutely and in comparison with the normative figures.

*Barrick (1989)* studied large numbers of vocational supervisors and found out that they were experiencing high levels of burnout which demand attention. These individuals show high levels of emotional exhaustion, depersonalization (distancing themselves from others) and low levels of personal accomplishment.

*Das (1990)* studied the extent of burnout among male secondary school teachers. The analysis revealed that eighty six percent teachers experienced burnout on one or other dimension of burnout, thirty two percent teachers showed complete burnout on emotional exhaustion, depersonalization and personal accomplishment dimensions of burnout. The study further noticed that only fourteen percent school teachers came out as non-bumed outs i.e. they did not indicate burnout behaviour on all the three dimensions of Maslach burnout inventory used in the exploration.

*Gupta and Dan (1990)* reported in their investigation on 100 school teachers that burnout syndrome does not exist among school teachers when we explain it in statistical terms. However, the mean scores on dimensions of burnout were indicative of tendency of school teachers towards burnout.
Misra and Sahu (1993) investigated burnout and role stress among college teachers of Lucknow. The obtained mean scores on emotional exhaustion, depersonalization and personal accomplishment of total sample are 8.19, 8.48 and 36.35 respectively. These mean values on comparison with the scale reflect upon the outcome that the teachers experience low level of burnout.

Price and Spence (1994) carried out an extensive study on burnout symptoms among drug and alcohol service employees of government and non-government organizations. They have reported lower emotional exhaustion, lower depersonalization and higher personal accomplishment which is an indication of a lower level of burnout.

Kasinath and Kailasalingam (1995) made an attempt to explore burnout among teacher educators participating in-service training (refresher courses). The prevalence of seventy percent burnout phenomenon among college teachers, pointed out that teachers had experienced seventy percent burnout on one or other dimension of burnout. Thirty percent of the teachers exhibited signs of complete burnout on all the three dimensions of burnout i.e. emotional exhaustion, depersonalization and personal accomplishment. But thirty percent teachers emerged as non-burnouts. The study further added that maximum number of teachers showed burnout in terms of depersonalization.

Chi (1996) assessed the extent of burnout among secondary school teachers of Taiwan. The quantitative research study based on data of 809 teachers indicated that secondary school teachers perceive moderate level of burnout and only eight percent teachers reported high level of burnout on Maslach Burnout Inventory.
Vaid (1996) observed that primary, middle and secondary stage teachers experience moderate level of emotional exhaustion, low level of depersonalization and lower personal accomplishment i.e. high level of burnout. The degree moves from moderate to high burnout i.e. majority of the teachers experience moderate level of burnout followed by those experiencing low and high levels of burnout. This explanation is true for all the three stages of school.

Aggarwal (1997) studies perception of burnout and locus of control among college teachers. He assessed the level of burnout by collecting data from 180 college teachers attending orientation and refresher courses at three academic staff colleges. The mean scores on emotional exhaustion, depersonalization and personal accomplishment are 13.30, 4.28 and 37.10 respectively in the case of private college teachers and the comparable values being 11.50, 3.10 and 42.90 on emotional exhaustion, depersonalization and personal accomplishment respectively for government college teachers. Though the level of burnout among government college teachers is comparatively lower than their counterparts in private colleges but overall score on the three sub-scales of burnout in the case of both private and government college teachers is on lower side. The study suggests that as a whole, college teachers are low on emotional exhaustion, depersonalization and personal accomplishment dimension of burnout meaning thereby that their burnout level is on the lower side.

Sood (1999) investigated professional burnout among nurses. Her investigation on a sample of 100 nurses from government and private hospitals of Ludhiana found that overall the nurses show a lower level of burnout (reported means on emotional exhaustion, depersonalization and personal accomplishment are 11.44, 5.02 and 37.28 respectively ) which reflect low
Joshi and Sanghvi (2000) carried out an empirical study to explore personal factors contributing towards burnout. The investigation which focused on college/university teachers at various levels (professors, associate professors, assistant professors, demonstrators/research associates) revealed that teachers working in higher education show a high intensity of emotional exhaustion followed by emotional exhaustion frequency and depersonalization frequency. The analysis of data further indicated that professors experienced high intensity of emotional exhaustion and the frequency of showing emotional exhaustion was the highest among demonstrators/research associates. The study offered an evidence to show high prevalence of burnout syndrome among university/college teachers.

Wageman (2000) explored burnout among post secondary faculty in North Dakota. The analysis based on data of 306 teachers working in public colleges and universities suggested that teachers experience significantly higher level of burnout on emotional exhaustion, depersonalization and personal accomplishment dimensions of burnout. The study further argued that associate professors scored significantly higher on depersonalization dimension of burnout than professors and assistant professors. However, the study did not find any significant difference in the level of burnout among faculty in relation to the type of the institution i.e. whether college or university.

Awasthi (2001) studied the prevalence of stress and burnout among library professionals working in universities and colleges of Punjab, Haryana and Chandigarh. The data showed that library professionals doing service in the
field of higher education experience moderate level of burnout (emotional exhaustion =16.51, depersonalization =9.39, personal accomplishment=31.73).

_Bajwa (2001)_ while exploring correlates of burnout among working nurses has also thrown light on extent of burnout. The investigation conducted on 400 nurses working in hospitals of Punjab and Chandigarh revealed that nurses experience a moderate level of burnout on its three dimensions namely emotional exhaustion (17.58), depersonalization (7.36) and personal accomplishment (33.64).

_Kumar (2001)_ studied a survey on teacher effectiveness among high school teachers of Himachal Pradesh. The mean score on the three sub-scales i.e. emotional exhaustion, depersonalization and personal accomplishment came out to be 6.26, 3.63 and 19.71 respectively indicating a low level of burnout.

_Vijay (2003)_ in her study conducted on the primary school teachers found no significant difference in the job burnout of male and female teachers.

_Singhal (2004)_ investigated that teacher in regular as well in special schools report a moderate level of burnout. It was further elaborated that these teachers were not burned out but were at the initial stage of being burned out.

_Duggal (2004)_ conducted a study on 300 female school teachers working in rural and urban areas of Punjab and Chandigarh reported that overall means on the three dimensions of burnout i.e. emotional exhaustion, depersonalization and personal accomplishment are 16.94, 9.37 and 33.18 respectively. These mean scores reflect that female school teachers of Punjab and Chandigarh experience moderate level of burnout.
Lau, Yuen and Chan (2005) studies on relationship between demographic variables and burnout demonstrated that teachers working in secondary schools of Hong Kong experience average range of burnout on emotional exhaustion and personal accomplishment dimensions while a low range of burnout on depersonalization dimension.

Gupta (2005) conducted burnout among school teachers of Union Territory of Chandigarh and showed that school teachers experience a moderate level of emotional exhaustion and depersonalization, but a high level of personal accomplishment. It can be said that school teachers exhibited moderate levels of burnout in terms of emotional exhaustion and depersonalization dimensions of burnout.

Sharma (2006) studies on burnout among school teachers confirmed that school teachers experience low level of burnout as the mean scores on emotional exhaustion, depersonalization and personal accomplishment dimensions of burnout turned out to be 10.82, 3.78 and respectively. On comparing with the normative range of scores on these three dimensions, schools teachers could be placed on the lower side of burnout.

Madan (2007) conducted a study and found that Job Satisfaction was significantly related with Job Burnout. Personal Accomplishment a dimension was positively and significantly related with Job Satisfaction whereas other two dimensions of Job Burnout namely Emotional Exhaustion and Depersonalization were negatively and significantly correlated with Job Satisfaction.

According to Kocabiyik, (2008) Burn out syndrome is one of the common syndromes encountered in jobs necessitating face to face relationship with other individuals. The purpose of this study was to determine the factors
increasing burn out and decreasing job satisfaction of hospital staff. Methods: 230 hospital staff who worked in the central hospitals of Turkish Republic of Northern Cyprus were taken as sample of the study; Dr. Burhan Nalbantoğlu General Hospital and Barış Mental Hospital shaped the sample of the study. Sociodemographic data form prepared by the researchers, Maslach Burn Out Inventory and Job Satisfaction Inventory were administered to the sample.

On the basis of above studies it can be concluded that Barrick (1989), Das (1990), Gupta and Dan (1990) and Aggarwal (1997) found that only few teachers were burned out. Price and Spence (1994), Sood (1997), Kumari (2001), Lan et al (2005), Sharma (2006) and Madan (2007) found low range of burned out, whereas Chi (1996), Bajwa (2003), Gupta (2005) and Kocabiyik (2008) found moderate level of burnout.

2.2 BURNOUT AND JOB SATISFACTION

Hopper (1982) interpreted that teachers who were satisfied with teaching have more frequency and intensity in Emotional Exhaustion and Depersonalization areas of burnout.

Caccese (1983) concluded that female coaches suffered from greater Emotional Exhaustion and lower feeling of Personal Accomplishment than male coaches.

Riggar, Godley and Hafer (1984) summarized in their research study that burnout negatively affects job-satisfaction. The investigation which focused on burnout and job-satisfaction in rehabilitation administrators and direct service providers exhibited that the three measures of burnout i.e. emotional exhaustion, depersonalization and personal accomplishment are
inversely related to the level of job-satisfaction i.e. higher the burnout, lower
the job-satisfaction and vice-versa.

*Birmingham (1985)* investigated a study on job-satisfaction and burnout
among selected public school teachers in Minnesota and found that a large
number of teachers were not classified as burnout but eighty one percent of
middle and junior high school teachers were dissatisfied with their job.

*Whitehead (1986)* measured the level of job burnout and satisfaction
among probation managers and concluded that burnout was not a pervasive
problem. Approximately seventy five percent of the managerial personnel
exhibited satisfaction with their career.

*Barrick (1989)* studied that large numbers of vocational supervisors
were experiencing high levels of burnout which demand attention. These
individuals show high levels of emotional exhaustion, depersonalization
(distancing themselves from others) and low levels of personal
accomplishment. Job satisfaction occupational stress and rational coping have a
direct bearing on the amount of burnout experience by supervisors. The more
satisfied supervisors are with their job and the more coping measures used to
dissipate stress, the lower the degree of burnout. Increase the level of burnout.

*Malhotra (1989)* aimed at studying burnout and job-satisfaction among
architects of Chandigarh. The sample for the investigation contained 100
architects including males and females taken from different job levels and both
government and private organizations. The study revealed that the architects
having high level of job satisfaction experienced lower level of emotional
exhaustion and depersonalization but were high on personal accomplishment
dimension of burnout. The investigation yielded negative correlation between
job-satisfaction and the first two dimensions of burnout i.e. emotional exhaustion and depersonalization, whereas a positive relationship was reported with the third dimension of burnout scale i.e. personal accomplishment.

_Basi (1990)_ while exploring teaching competency of language teachers in relation to their job satisfaction, locus of control and burnout has also thrown light on the extent of burnout among teachers. The analysis of a sample comprising 440 male and female trained graduate language teachers from three districts of Punjab exhibited mean values on three sub-scales of burnout i.e. emotional exhaustion, depersonalization and personal accomplishment as 13.06, 4.61 and 39.44 respectively. These three mean values on comparison with norms of Maslach burnout inventory conveniently lead to the conclusion that teachers are low on burnout.

_Saxena, P.L. (1990)_ found that there was no significance difference between male and female on Job Satisfaction of social, individual, vocational, moral and economic elements.

Job Satisfaction has been found strongly related to job burnout. _Bacharach, Bamberger and Conley (1991); Shirom (1989)_ found high level of Burnout among dissatisfied employees as compared to satisfied employees. _Lee and Ashford (1993)_ reported negative relation between Job Satisfaction and Emotional Exhaustion.

_Roberio amd Bhargava (1994)_ observed that female teachers had higher level of burnout than male teachers. However, male teachers scored higher on Depersonalization than female teachers.
Duggal (2004) studied burnout among teachers in relation to their personality characteristics, work environment and job satisfaction. The investigation based on 300 female school teachers of Punjab and Chandigarh observed that burnout is negatively related with congenial work environment (the environment marked by equal involvement of all in work, co-workers cohesion, supervisory support, free hand in decision making, less work pressure, judicious managerial control, physical comfort etc.) leads towards lower level of burnout and vice-versa.

Jackson-Malik (2005) after carrying out research on 2400 nurses working in acute-care hospitals found that resource adequacy, support for employees and management practices were highly correlated with job-satisfaction, burnout and intent to leave. The study suggests that burnout can be reduced and job-satisfaction enhanced if organizational factors are taken care of in support of employees.

Ozyurt, Hayran and Sur (2006) conducted a study and the results of the study showed negative correlation of job satisfaction with emotional exhaustion and depersonalization, and the positive correlation with personal accomplishment. (Ozyurt, Hayran and Sur 2006, studied of burnout and job satisfaction among Turkish physicians, which was published by Oxford University Press on behalf of the Association of Physicians. QJM Advance Access was originally published online on February 20, 2006 QJM 2006 99(3):161-169; doi:10.1093/qjmed/hcl019)

Madan (2007) conducted a study and found that Job Satisfaction was significantly related with Job Burnout. Personal Accomplishment a dimension was positively and significantly related with Job Satisfaction the other two dimensions of Job Burnout namely Emotional Exhaustion and
Depersonalization were negatively and significantly correlated with Job Satisfaction.

According to Kocabiyik, (2008) Burn out syndrome is one of the common syndromes encountered in jobs necessitating face to face relationship with other individuals. The purpose of this study was to determine the factors increasing burn out and decreasing job satisfaction of hospital staff. Methods: 230 hospital staff who worked in the central hospitals of Turkish Republic of Northern Cyprus; Dr. Burhan Nalbantoğlu General Hospital and Baş Metal Hospital shaped the sample of the study. Sociodemographic data form prepared by the researchers, Maslach Burn Out Inventory and Job Satisfaction Inventory were administered to the sample. The mean age of the participants is 35.6 years range: 19-58 years). The participants according to their occupations were: 17.8% (n=41) doctors, 47.4% (n=109) nurses, 26.1% (n=60) official employees and 8.7% (n=20) laborers. Female participants (14.50±7.37) were emotionally more exhausted than male participants (10.81±5.80) and male participants have more job satisfaction than female participants. The participants who are in between 41-50 ages have more personal accomplishments than participants who are in between 18-30 ages (p=0.009) and their job satisfaction (p=0.021) were higher than others. Doctors are more desensitized than official employees (p= 0.023) and nurses have less job satisfaction (p<0.0001) than doctors. The participants who have doctoral level education or specialist in medicine have higher job satisfaction than other educational level groups. Married participants have higher job satisfaction than single or widowed participants (p=0.014 and 0.046). The levels of job satisfaction (p= 0.033) of the participants who have longer years (20-25 years) in the occupation are higher than of those who have fewer years (3-7 years) in the occupation. The level of job satisfaction decreases when inpatient or out-patient number increases and also the results is the same when there is no patient to serve (p=0.011 and 0.041). The results of the job burn-out and job satisfaction can vary according to the different socio-
demographic variables. With further studies the organizational and personal factors that cause job burn-out should be evaluated and accordingly developmental strategies to improve the organizational setting should be implemented.

Reinardy, Maksl, Filak (2008) conducted a study. The three-component Maslach Burnout Inventory (emotional exhaustion, depersonalization, personal accomplishment) was used to examine burnout among high school journalism advisers (n = 563). The study also examined the correlation between burnout and job satisfaction. The results indicate that journalism advisors are not experiencing burnout on any level. At most, they indicated average levels of emotional exhaustion, but that is clearly countered by high levels of personal accomplishment. As for depersonalization, it barely makes a ripple, registering in the low range of burnout. So, in essence, journalism advisers in this study are not experiencing high levels of wear and tear from the job, they enjoy working closely with their students, and they feel a great deal of success and achievement in their work. Previous studies have found that journalism teachers are more satisfied with their jobs than other educators, and this study shows that they experienced burnout to a lesser degree than other teachers as well.

Einar and Sidsel (2009) conducted the study and examined relations between teachers' perception of the school context, teacher burnout, and teacher job satisfaction. Participants were 563 Norwegian teachers in elementary school and middle school. Four aspects of teachers' perception of the school context (supervisory support, time pressure, relations to parents, and autonomy) and three dimensions of teacher burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment) were measured. The data was analyzed by means of structural equation modelling using the AMOS 5 program. Teachers' job satisfaction was directly related to two of the
dimensions of burnout (emotional exhaustion and reduced personal accomplishment) and indirectly related to all aspects of the school context, through emotional exhaustion and reduced personal accomplishment. The three dimensions of burnout were differently related to the school context variables. Emotional exhaustion was most strongly related to time pressure whereas depersonalization and reduced personal accomplishment were most strongly related to teachers' relations with parents. Implications for both research and educational practices are discussed.

It can be concluded on the basis of above studies that Riggar, Godley and Hafer (1984), Bacharach, Bamberger and Conley (1991); Shirom (1989), Jackson-Malik (2007), Barrick (1989), Reinardy, Maksl, Filak (2008), Einar and Sidsel (2009) found that the Job Burnout was inversely related to Job Satisfaction whereas Ozyurt, Hayran and Sur (2006), Madan (2007) concluded that Personal Accomplishment a dimension was positively and significantly related with Job Satisfaction whereas the other two dimensions of Job Burnout namely Emotional Exhaustion and Depersonalization were negatively and significantly correlated with Job Satisfaction.

2.3 BURNOUT AND ORGANIZATION CLIMATE

Barriale (1985) in his exploratory study on burned out and non-burned out teachers focused on teachers’ needs, work environment and the type of coping strategies followed. While interpreting his findings, it was very clearly pointed out that burnout is an individual matter that can be enhanced or decreased by the organization where one is working. The study explicitly highlights the role of work environment and organizational factors.
Parrish (1985) after studying the relationship between organizational climate and career burnout among elementary school teachers asserted the existence of relationship between career burnout among teachers and organizational climate factors.

McCulloch and O’ Brien (1986) conducted a research on the relationship between burnout and organizational structure among services delivery staff working in youth and community services and found that burnout was related with occupational conditions where the sampled subjects were working rather than with the psychological make-up of service providers.

Mazur and Lynch (1989) conducted a survey on 200 high school teachers to explore the relationship among principal’s leadership style, school organizational climate, teacher’s personality characteristics and burnout. The independent variable of principal’s leadership style did not come as a significant predictor of burnout and found that organizational climate was significantly related to burnout.

Holloway and Walling (1990) after carrying out a study on child care specialists opined that organizational variables are comparatively more responsible than individual or personality variables in predicting burnout.

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.

Vietti (1990) investigated the relationship of organizational climate and selected demographic variables to the perceived level of burnout among Kanas
Community College administers and also explored the extent of their burnout. The study showed that majority of the administrators experienced low to an average degree of burnout with only nineteen percent exhibiting a high level of depersonalization and ten percent with a low level of personal accomplishment. The study positioned itself towards the lower level of burnout among college administrators.

*Douglas (1995)* in his study on public school teachers of Connecticut province ascertained that teacher burnout is significantly affected by the psychological disposition of an individual and is magnified by the institution and environment in which the teacher works. The conclusion of this study echoed the view that institutions which induce high stress through their climate lead the staff towards burnout.

*Chi (1996)* conducted a study to explore whether leadership style, organizational climate and demographic variables are related to burnout. The analysis of data collected from 809 secondary school teachers of Taiwan showed that gender is associated with emotional exhaustion dimension of burnout.

*Singh (1996)* in his research work on teacher burnout in relation to organizational climate and leadership behaviour of the high school principals as perceived by teachers concluded that teachers as a whole have a low level of burnout.

*Kasinath (2000)* studied interaction effect of institutional climate, personality and home climate on burnout among teacher educators. The analysis of the data of 210 full time teacher educators of Karnataka revealed that teacher educators with unhappy home climate are more prone to burnout.
on depersonalization and personal accomplishment dimensions than educators with happy home climate condition. The investigation further reported that teacher educators serving in the closed institution climate are more prone to burnout dimension of emotional than teacher educators in open institutional climate.

Anand (2001) carried out a study on burnout, self-efficacy, ego strength and work environment in an industrial setup. The data of 187 manager level employees revealed that burnout is significantly related to ego strength. Burnout was found to be significantly less in subjects with high ego strength as compared to those subjects who had low ego strength. The research further noticed that subjects low on self-efficacy showed relatively high degree of burnout as compared to those having high self-efficacy.

Gupta (2003) carried out a study on burnout among school teachers in relation to school climate and collected data from 200 senior secondary school teachers of three districts of Punjab and found significant relationship of burnout dimensions of emotional exhaustion, depersonalization and personal accomplishment with a majority of school organizational climate dimensions i.e. disengagement, alienation, esprit, psycho-physical hindrance, intimacy, humanized thrust, controls and production emphasis.

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. The analysis of data revealed that emotional exhaustion dimension of burnout is significantly related to ‘performance standards’ and ‘support system’ dimension of organizational climate. Depersonalization dimension of
burnout came out to be significantly correlated with ‘motivational level’, ‘decision making process’, ‘support system’ and ‘warmth’ dimension of organizational climate whereas personal accomplishment dimension of burnout exhibited significant relationship with performance standards, motivational level, decision making process, and support system dimensions of organizational climate. It may be further made out from the results 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.

Stemphan (2006) studied a predictive model of burnout among school counselors in terms of school environment and coping resources. The research based on a data of 414 school counsellors working in public middle school of North Caroline, revealed that factors within the school environment (in terms of counselors’ perception of school climate, role conflict, role ambiguity) exert a direct effect on burnout among school counsellors and an indirect effect on burnout mediated by counsellors coping resources. The study further added that counselors’ perception of school environment significantly predicted two dimensions of burnout i.e. emotional exhaustion and depersonalization.

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. However, college teachers perceiving institutional climate as good have significantly lower level of emotional exhaustion, when compared with their counterparts perceiving institutional climate as poor and comparatively...
lower level than those perceiving institutional climate as better. College teachers perceiving institutional climate as poor, good or better do not differ significantly on depersonalization dimension and personal accomplishment dimensions of burnout.

Bettinardi, Montangner, Maini, Vidotto (2008) conducted a study on Organizational climate, trust and burnout in a rehabilitation center. The aims of the present study were: 1) to investigate the perception that rehabilitation medical staff employees have of their hospital organization, 2) to quantify their evaluation concerning organizational trust, 3) to identify eventual burnout symptoms and their relationship with perceived organizational climate and trust. 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. Administrative personnel, nurses and medical graduates revealed a greater satisfaction, responsibility and work integration than the other employee groups (p = 0.023). All the scales which measured organizational climate correlated (inversely) with those measuring burnout (p" 0.05), indicating the existence of a close relationship between a work climate perceived as collaborative (r = -0.33) and characterized by a continuous exchange of information about the hospital organization (r = -0.50), and the psychological well-being experienced by the employees. 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.
On basis of above studies it can be concluded that Barriale (1985), McCulloch and O’ Brien (1986), Douglas (1995), Gupta (2003) and Gupta (2005) concluded that there is relation between Burnout and the organizational climate. On the other hand Singh (1990), Kasinath (2000) and Bettinardi, Montangner, Maini, Vidotto (2008) d reported that teacher educators serving in the closed institution climate were more prone to burnout dimension of emotional than teacher educators in open institutional climate.

2.4 BURNOUT AND GENDER

Male and female teachers differed in burnout. This view is supported by the following studies -

*McIntyre (1982)* found out in his study on special education teachers that gender has an impact on burnout.

*Grover (1983)* while investigating demographic variables among college teachers of Illinois observed no statistically significant difference in burnout score of male and female teachers.

*Maslach and Jackson (1986)* documented that male public contact employees experienced higher level of depersonalization dimension of burnout as compared to their female counterparts.

*Grant (1988)* studied demographic, personal and situational correlates of burnout in secondary social studies teachers. The data collected from teachers working in southern school system of America, revealed that out of gender, race, marital status, degree level, grade level taught and years of teaching, only grade level taught and years of teaching, only grade level taught was found to be significantly correlated with extent of burnout.
Singh (1990) in a study on Navodaya teachers arrived at the conclusion that there are no significant gender differences on emotional exhaustion dimension of burnout though males are comparatively more emotionally exhausted. Significant differences exist on depersonalization and personal accomplishment dimensions with female teachers being comparatively more depersonalized and more personal accomplished than male teachers.

Basi (1990) studied in her study on trained graduate language teachers from high and higher secondary schools of Punjab that there are no significant gender differences on burnout. Differences on all the dimensions of burnout i.e. emotional exhaustion, depersonalization and personal accomplishment among males and females came out as non-significant.

Misra and Sahu (1993) carried out research on burnout and role stress among college teachers and observed that there were no significant sex differences. Though the female college teachers showed a comparatively higher mean than male teachers on emotional exhaustion and male teachers exhibited high mean score on depersonalization and low personal accomplishment than females but the difference on all these dimensions between male and female teachers remained non-significant.

Prince and Spence (1994) on the basis of their study on drug and alcohol counselling employees of Australia found that significant differences exist between various age groups and across gender on emotional exhaustion and depersonalization dimensions of burnout. But no interaction effect between age and gender was reported on these dimensions of burnout.

Chi (1996) conducted a study to explore whether leadership style, organizational climate and demographic variables are related to burnout. The
analysis of data collected from 809 secondary school teachers of Taiwan showed that gender is associated with emotional exhaustion dimension of burnout.

*Rama (1998)* found that sex plays a predominant role in influencing burnout among primary school teachers. Female teachers have levels of burnout than male teachers in school teaching community.

*Awasthi (2001)* explored stress and burnout among library professionals working in the colleges and universities of Punjab, Haryana and Chandigarh. The analysis of data indicated that no gender differences exist between male and female library professionals on burnout dimensions of *emotional* exhaustion, depersonalization and personal accomplishment.

*Khalique (2001)* surveyed 600 elementary school teachers of Assam to study burnout, self concept and introversion-extroversion. One of the results that emerged after churning out the data was that male teachers were more depersonalized and better personally accomplished than their female counterparts.

*Singh, Sharma and Verma (2002)* studied burnout among primary school teachers in relation to some demographic variables and observed that there was no significant difference in the level of burnout among male and female teachers.

*Singhal (2004)* interpreted that sex differences are minimally relevant in perceptions of burnout among regular and special school (school for retarded/deaf/blind/spastics) teachers.
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.

Sharma (2006) carried out an investigation to study burnout among senior secondary school teachers. The exploration yielded that significant gender difference exists on emotional exhaustion dimension of burnout, female teachers being significantly more emotionally exhausted as compared to their male counterparts. However, no significant gender differences emerged on depersonalization and personal accomplishment dimensions of burnout.

Mabry (2006) studied 356 elementary, middle and high school teachers working in school system in Tennessee, in order to explore various factors responsible for burnout behaviour. The survey revealed that no statistically significant differences exist between teacher burnout and gender.

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.

According to Kocabiyik (2008) Burn out syndrome is one of the common syndromes encountered in jobs necessitating face to face relationship
with other individuals. The purpose of this study was to determine the factors increasing burn out and decreasing job satisfaction of hospital staff. Methods: 230 hospital staff who worked in the central hospitals of Turkish Republic of Northern Cyprus; Dr. Burhan Nalbantoğlu General Hospital and Barış Mental Hospital shaped the sample of the study. Sociodemographic data form prepared by the researchers, Maslach Burn Out Inventory and Job Satisfaction Inventory were administered to the sample. The mean age of the participants was 35.6 years range: 19-58 years). The participants according to their occupations were: 17.8% (n=41) doctors, 47.4% (n=109) nurses, 26.1% (n=60) official employees and 8.7% (n=20) laborers. Female participants (14.50±7.37) were emotionally more exhausted than male participants (10.81 ±5.80) and male participants have more job satisfaction than female participants.


2.5 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 will be significant relationship between Job Satisfaction and Burnout among Teachers.

(b) There will be significant relationship between Job Satisfaction and Burnout among teachers working in face to face mode.
(c) There will be significant relationship between Job Satisfaction and Burnout among teachers working in distance mode.
2 (a) There will be significant relationship between Job Satisfaction and Burnout among Male Teachers.  
(b) There will be significant relationship between Job Satisfaction and Burnout among male Teachers working in face to face mode.  
(c) There will be significant relationship between Job Satisfaction and Burnout among Male Teachers working in distance mode
3 (a) There will be significant relationship between Job Satisfaction and Burnout among Female Teachers.  
(b) There will be significant relationship between Job Satisfaction and Burnout among Female Teachers working in face to face mode  
(c) There will be significant relationship between Job Satisfaction and Burnout among Female Teachers working in distance mode.
4 (a) There will be significant relationship between Organizational Climate and Burnout among Teachers.  
(b) There will be significant relationship between Organizational Climate and Burnout among Teachers working in face to face mode.  
(c) There will be significant relationship between Organizational Climate and Burnout among Teachers working in distance mode.
5 (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.
6 (a) There will be significant relationship between Organizational Climate and Burnout among Female Teachers.
(b) There will be significant relationship between Organizational Climate and Burnout among female Teachers working in face to face mode

(c) There will be 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 is significantly higher as compared to their separate predictions

(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 is significantly higher as compared to their separate predictions

(c) The prediction of Burnout among Teachers working in distance mode on the basis of conjoint effect of Job Satisfaction and Organizational Climate is significantly higher as compared to their separate predictions