CHAPTER -III

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 job satisfaction and organizational climate. For this purpose descriptive survey method of research was followed. The description of the conduct of study is explained as under.

3.1 DESIGN

Descriptive exploratory method of research was employed for present study. There were four independent variables namely Job Satisfaction, 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 (job satisfaction and organizational Climate). Multiple-correlation $R^2$ along with $R$ and $F$-ratio were used to check the conjoint prediction of Burnout on the basis of Job Satisfaction and Organizational Climate.

3.2 VARIABLES:

i) Dependent Variable: Burnout

ii) Independent Variables: Job Satisfaction, Organizational Climate, Types of teachers and gender

3.3 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 200 Teachers were selected giving equal representation was given to teachers teaching in face to face mode and regular mode, equal representation was also given to male and female teachers. Lay out of the sample is given below

3.4 Layout of Sample

Total Teachers

200

Face to Face Mode

Distance Mode

100

100

Male

Female

Male

Female

50

50

50

50

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 & Uttarakhand) constitute the universe of the study. The state wise representation in sample and the list of colleges/universities is given in Appendix IV.
3.5 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).

3.6 DESCRIPTION OF TOOLS

3.6.1 Maslash Burnout Inventory (MBI)

To study the burnout phenomenon among college teachers, the Maslach Burnout Inventory (Form Ed) developed by Christina Maslach and Susan E. Jackson (1986) was used (Appendix-1). Maslach Burnout Inventory was originally developed to measure burnout among people working in helping professions. The MBI (Form Ed) is a slightly modified version of Maslach Burnout Inventory and is labeled as “Educator’s Survey”.

The MBI (Form Ed) contains 22 test items and it measures burnout in terms of three dimensions namely emotional exhaustion, depersonalization and personal accomplishment. These sub-scales assess competence and achievement on their work with the recipients i.e. students. A high degree of burnout is reflected in a combination of high scores on emotional exhaustion and depersonalization and low scores on personal accomplishment. The distribution of items in three sub-scales of burnout is shown in table 3.1.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Dimensions</th>
<th>Item Numbers in the Inventory</th>
<th>Total Numbers of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Emotional Exhaustion</td>
<td>1,2,3,6,8,13,14,16,20</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>Depersonalization</td>
<td>5,10,11,15,22</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Personal Accomplishment</td>
<td>4,7,9,12,17,18,19,21</td>
<td>8</td>
</tr>
</tbody>
</table>

The scoring pattern on each item is on a seven point continuum from ‘never’, ‘a few times a year or less’, ‘a few times a month’, ‘once a week’, ‘a
few times a week’ to ‘every day’ and the frequency on this continuum is
reflected through 0, 1, 2, 3, 4, 5 and 6 respectively.

The possible range of scores on emotional exhaustion, depersonalization
and personal accomplishment is 0-54, 0-30 and 0-48 respectively. These three
dimensions are independent of each other and are to be explained
independently-no total burnout score is generated (Maslach and Jackson 1981,
1986)

Reliability

Iwanicki and Schwab (1981) studied burnout among 469 teachers from
Massachusetts by using Maslach Burnout Inventory (Form Ed) and reported
that measures of internal consistency in terms of Cronbach alpha for emotional
exhaustion, depersonalization and personal accomplishment dimensions are
0.90, 0.76 and 0.76 respectively. Gold (1984) estimated reliability coefficients
as 0.88, 0.74 and 0.72 on emotional exhaustion, depersonalization and personal
accomplishment sub-scales respectively. These reliability coefficients are very
close to the coefficients of Maslach Burnout Inventory (emotional exhaustion =
0.90, depersonalization = 0.79 and personal accomplishment = 0.71)

The test-retest reliability coefficients came to be 0.60, 0.54 and 0.57 for
emotional exhaustion, depersonalization and personal accomplishment sub-
scales.

Validity

The validity of the burnout inventory was established in a number of
ways through different research studies. It has been reported that general job
satisfaction of social service and mental health workers had a moderate
negative correlation with both emotional exhaustion ($r = -0.23$ $p<.05$) and
depersonalization \( (r = -0.22, p < .02) \) as well as a slightly positive correlation with personal accomplishment \( (r = 0.017, p < .06) \)

The peer ratings of mental health workers in terms of emotional drain out were found to relate with emotional exhaustion \( (r = 0.28, p < .05) \) and depersonalization \( (r = 0.50, p < .01) \). In other words, people who were rated by the co-workers as being emotionally drained and were physically fatigued by the job scored higher on emotional exhaustion and depersonalization.

On the basis of a nationwide survey of public contact employees it has been reported that more workload leads to high levels of emotional exhaustion and depersonalization and low level of personal accomplishment \((\text{Maslach and Jackson, 1984}).\)

In the case of a study on physicians, \(\text{Maslach and Jackson (1982)}\) found that those who spend all or most of their working time in direct contact with patients scored high on emotional exhaustion. It was also reported that emotional exhaustion scores were lower for those physicians who spend some of their working hours in teaching or administration.

In an earlier study on social service and mental health workers \((\text{Hackman and Oldham, 1975})\) the basic job dimensions of feedback in terms of ‘feedback from the job itself’ were found to be negatively and significantly related with high emotional exhaustion \( (r = -0.34, p < .05) \) and higher depersonalization \( (r = -0.044, p < .01) \) whereas more feedback from job was significantly and positively related with personal accomplishment \( (r = 0.38, p < .01) \). Task significance was also reported to be positively and significantly related with personal accomplishment \( (r = 0.19, p < .05) \).
It has also been reported that less growth satisfaction as shown by nurses, social service and mental health workers was found to be negatively and significantly related with emotional exhaustion \((r = -0.24, p<.01)\) and depersonalization \((r = -0.47, p<.01)\), whereas more growth satisfaction was positively and significantly related with personal accomplishment \((r = 0.41, p<.01)\).

**Norms**

The Maslach burnout inventory was conducted on six different professional sub-groups (teaching, post-secondary education, social services, medicine, mental health and others) and the overall mean on emotional exhaustion, depersonalization and personal accomplishment dimensions are 20.99, 8.73 and 34.58 respectively whereas for teachers, these sub-scales show mean of 21.25, 11.00 and 33.54 respectively which reflect upon a comparatively higher level of burnout among teachers.

The placement of respondents in high, moderate and low categories of burnout among teachers depends upon the following range of scores on three sub-scales.

**TABLE 3.2 Table showing the frequency of Burnout.**

<table>
<thead>
<tr>
<th>Frequency Of Burnout</th>
<th>Emotional Exhaustion</th>
<th>Depersonalization</th>
<th>Personal Accomplishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>27 or Over</td>
<td>13 or Over</td>
<td>0-30</td>
</tr>
<tr>
<td>Moderate</td>
<td>17-26</td>
<td>7-12</td>
<td>31-36</td>
</tr>
<tr>
<td>Low</td>
<td>0-16</td>
<td>0-6</td>
<td>37 or Over</td>
</tr>
</tbody>
</table>

3.6.2 Job Satisfaction Scale (JSS)

The revised version (1999) of Job Satisfaction Scale (Appendix-II) by *Amar Singh and T.R. Sharma* was used because this scale has been
standardized widely and satisfactorily used (Singh 1990; Sharma 1990; Das 1995; Panda 1995). It takes very little time to administer. It has been standardized on college teachers. It meets the accepted standards for reliability and validity.

There are 30 statements and each statement has 5 alternatives from which a respondent has to choose any one. The following chart shows the connection of different items with different areas constituting the scale.

1. Job – intrinsic statements (Factors Inherent in job)
   (a) Job – Concrete statements such as excursions, place of posting, working conditions – 6, 11, 13, 19, 23 and 25
   (b) Job Abstract statement such as cooperation democratic functioning – 8, 15, 16, 17, 21 and 27

2. Job – Extrinsic statements (factors residing out side the job)
   (a) Psycho – Social such as intelligence, social circle – 1, 3, 4, 7, 10, 12, 26 and 30
   (b) Economic such as salary allowance – 2, 5, 9, 18
   (c) Community / National growth such as quality of life, national economy – 14, 22, 24, 28 and 29

The scale has both positive and negative statements. Items at Sr. No. 4, 13, 20, 21, 27 and 28 are negative, others are all positive. The positive statements carry a weightage of 4, 3, 2, 1 and 0 and the negative one a weightage of 0, 1, 2, 3 and 4
Table 3.3 : Table showing the degree satisfaction among teachers on the basis of score.

<table>
<thead>
<tr>
<th>Score on the Scale</th>
<th>Degree of Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>74 or above</td>
<td>Extremely Satisfied</td>
</tr>
<tr>
<td>63 – 73</td>
<td>Very Satisfied</td>
</tr>
<tr>
<td>56 – 62</td>
<td>Moderately Satisfied</td>
</tr>
<tr>
<td>48 – 55</td>
<td>Not Satisfied</td>
</tr>
<tr>
<td>47 or below</td>
<td>Extremely Dissatisfied</td>
</tr>
</tbody>
</table>

Reliability

The test retest reliability works out to be 0.978 with N=52 and a gap of 25 days.

Validity

The scale compares favorably with Muthayya’s Job Satisfaction questionnaire giving a validity coefficient of 0.743. Moreover, the satisfaction measures obtained from this scale have a close resemblance to the rating given to the employees on a 3–point scale: fully satisfied, average satisfied, dissatisfied by employers. The coefficient of correlation was 0.812 (N=52).

3.6.3 Organizational climate scale (OCS)

The organizational climate scale (Appendix-III) was developed by Sanjyot Pethe, Sushama Chaudhari and Upinder Dhar (2001). Organizations with different forms and functions may share bureaucratic activities and norms, but develop different and distinctive normative climates (Katz and Kahn, 1978). 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.
**Reliability**

The reliability of the scale was determined by calculating reliability coefficient on a sample of 205 subjects comprised of executives and supervisors. The split half reliability coefficient was 0.87.

**Validity**

Besides face validity, as all items were related with the variable under focus, the scale has high content validity. It is evident from the assessment of judges/experts that items of the scale are directly related to the concept of organizational climate. In order to find out the validity from the coefficient of reliability (Garret, 1981), the reliability index was calculated, which indicated high validity on account of being 0.93. To ensure the internal consistency of the scale, the inter-item correlation was calculated \( r = 0.1946, p < .05 \) along with the item total correlation \( r = 0.1946, p < .05 \).

The scale was administered on 205 subjects. The scores obtained were subjected to factor analysis and four factors were identified. These are (1) Results, Rewards and Interpersonal Relation, (2) Organizational Processes, (3) Clarity of Roles and Sharing of Information, and (4) Altruistic Behaviour. Factor 2 is measured by items 13, 16, 17, 18, 19, 20, 21 and 22. Factor 3 is measured by items 6, 7, 8 and 9. Factor 4 is measured by item 1
Table 3.4
Distribution of items in sub-scales of organizational climate

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Dimensions</th>
<th>Item Numbers in the Inventory</th>
<th>Total Numbers of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Results, Rewards and Interpersonal Relations</td>
<td>2,3,4,5,10,11,12,14,15</td>
<td>9</td>
</tr>
<tr>
<td>2.</td>
<td>Organizational Processes</td>
<td>13,16,17,18,19,20,21,22</td>
<td>8</td>
</tr>
<tr>
<td>3.</td>
<td>Clarity of Roles and Sharing of Information</td>
<td>6,7,8,9</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>Altruistic Behaviour</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**Norms of Scale**

Norms of the scale are available on a sample of working population. These norms can be regarded as reference points for interpreting the organizational climate scores. The users of this scale are advised to develop their own norms based on their own samples. Individuals with scores within normal range can be considered to perceive the level of organizational climate as favourable, those with high and low score can be considered to perceive the level of organizational climate as highly favourable and unfavorable respectively.
3.7 DATA COLLECTION

After selecting the Universities and colleges the researcher personally contacted their Directors, HOD’s & Principals and sought permissions for data collection. The instructions were self explanatory and amply clear in three tools namely Maslach Burnout Inventory-Form Ed (Educator’s survey), Job Satisfaction Scale and Organizational Climate Scale. The teachers were distributed the set of tools in staff meetings and were requested to co-operate by filling up the research tools as per instructions. They were assured that the information provided by them would be kept confidential and was to be used only for research purposes.
3.7.1 Maslach Burnout Inventory

The 22 statements in the Educator's survey are to be responded on a scale from never (0), to a few times a year or less (1), once a month or less (2), a few times a month (3), once a week (4), a few times a week (5), everyday (6), as per occurrence experienced by the respondents by giving appropriate number against each statement.

3.7.2 Job satisfaction

There are 30 statements and each statement has 5 alternatives from which a respondent has to choose any one and encircle the same. Usually the spontaneous choice is the most correct response.

3.7.3 Organizational climate scale

The respondent is rate the situations and people working in their organization by placing cross mark (x) on each of the following 22 dichotomous attributes. It may be noted that there are no right or wrong answers. The scale is being administered only to explore the general opinion of working people.

3.8 SCORING AND TABULATION

The scoring of the research tools were made as explained here under:

3.8.1 Maslach Burnout Inventory

The scoring on Maslach’s Burnout Inventory (Educator’s survey) was made separately for three dimensions namely emotional exhaustion, depersonalization and personal accomplishment as per the scoring key provided in the manual. The possible range of scores to be obtained by Face to Face and Distance Mode teachers of different Universities and colleges of North India were to be range of 0-54, 0-30 and 0-48 for the dimensions of
emotional exhaustion, depersonalization and personal accomplishment respectively. The higher score on emotional exhaustion, depersonalization and low score on personal accomplishment are the signs of burnout and vice versa.

3.8.2 Job Satisfaction Scale

The scale has both positive and negative statements. Items at Sr. No. 4, 13, 20, 21, 27 and 28 are negative, others are all positive. The positive statements carry a weightage of 4, 3, 2, 1 and 0 and the negative one a weightage of 0, 1, 2, 3 and 4. The total score gives a quick measure of satisfaction / dissatisfaction of worker towards his job. As indicated earlier by adding the score on particular statements, satisfaction / dissatisfaction can also be found in particular areas say financial or job inherent and so on.

3.8.3 Organizational climate scale

The 22 items of organizational climate scale were scored as per instructions for scoring given in the manual for OCS. Manuals scoring are done conveniently, hence no scoring key is provided. Each item or statement has two opposite adjectives on a 7 point semantic differential scale. The respective scores can be summed up to obtain final score.

3.9 STATISTICAL TECHNIQUES

Following statistical techniques will be used:
1. Descriptive statistics, i.e. Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis to examine the nature of distribution of scores.
2. Karl Pearson’s coefficient of correlation techniques to find out the relationship between Burnout and Job Satisfaction and Burnout and Organizational Climate
3. Multiple and partial correlation was applied to study the conjoint effects.