

# “A Study of Impact of Burnout on Organizational Climate of Secondary School Teachers”

Dr. Shweta Tyagi

Professor Centre for Teacher Education Institute of Professional Excellence & Management, Ghaziabad  
U. P. India

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## ABSTRACT

The present research deals with the Impact of Burnout on Organizational Climate of Secondary Schools teachers. The study was conducted on the 80 teachers of 10 secondary schools of Ghaziabad District of Uttar Pradesh (India). The descriptive survey method was used in the study. The sample of the study has been drawn by using stratified random sampling method.

Burnout Inventory developed by Karuna Shankar Misra and Organizational Climate Questionnaire developed by Somnath Chtopdhyay and Aggrawal (2011) was used as research tools. The findings revealed that Motivational level wise the low scores group of teachers were highly impacted through Depersonalization and Easy Going dimensions of burnout. The Emotional Exhaustion and Task Avoidance dimensions of burnout have negative impact on the organizational structure and Depersonalization and Easy Going dimensions of burnout have negative impact on the Motivational level of Secondary School Teachers.

**Keywords:** Burnout, Organizational Climate, Motivational level,

## INTRODUCTION

According to **Poe and Scheer, (1981)** & **Sloan (1982)**, burnout is negative mental feelings to the like boredom, and physical exhaustion generating helplessness. **Franzcp (2008)** explained the relationship between them by referring to the studies of **Farber (1983)**: ‘Burnout is the consequence of being stressed at work over a protracted period’. **Cordes and Dougherty (1993)** have similar definition about job burnout and job stress that job burnout is a unique type of stress syndrome. The well-recognized definition of job burnout comes from **Maslach et al (2001)** He explain burnout as engagement erosion: “important, meaningful, and challenging work becomes unpleasant, and meaningless, energy turns into exhaustion, involvement turns into cynicism, and efficacy turns into ineffectiveness”.

In its operational terms, Burnout refers to levels of 8 dimensions (Non Personal Accomplishment, Depersonalization, Emotional exhaustion, Friction, Task avoidance, Distancing, Neglecting, Easy Going.) as measured by the Burnout Inventory developed by **Karuna Shankar Misra**.

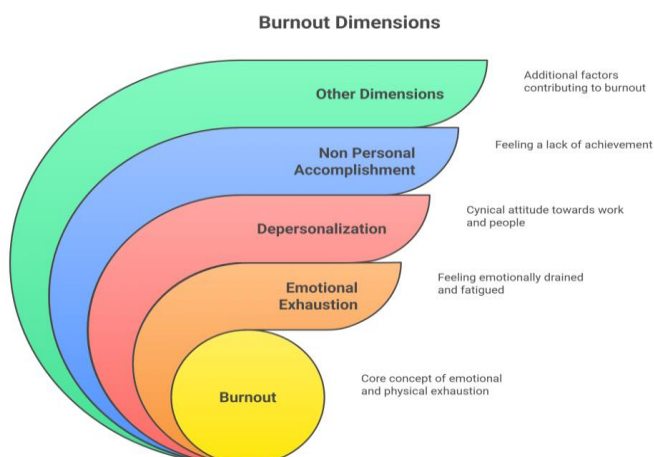


Figure 1

Organizational climate is a group of various responsible members for accomplishing the group tasks where administrations dealing with the systematic arrangements and co-ordination of activities for certain definite purpose. It refers to the attitudes, ethics and beliefs in the workplace environment and maintaining organizational identity.

In its operational terms, Organizational climate refers to levels of 10 dimensions (namely Performance standards, Communication flow, Reward system, Responsibility, Conflict Resolution, Organizational structure, Motivational level, Decision making process, Support system, Warmth) as measured by Organizational Climate Questionnaire developed by **Somnath Chtopdhyay and Aggrawal (2011)**.

### Organizational Climate Dimensions

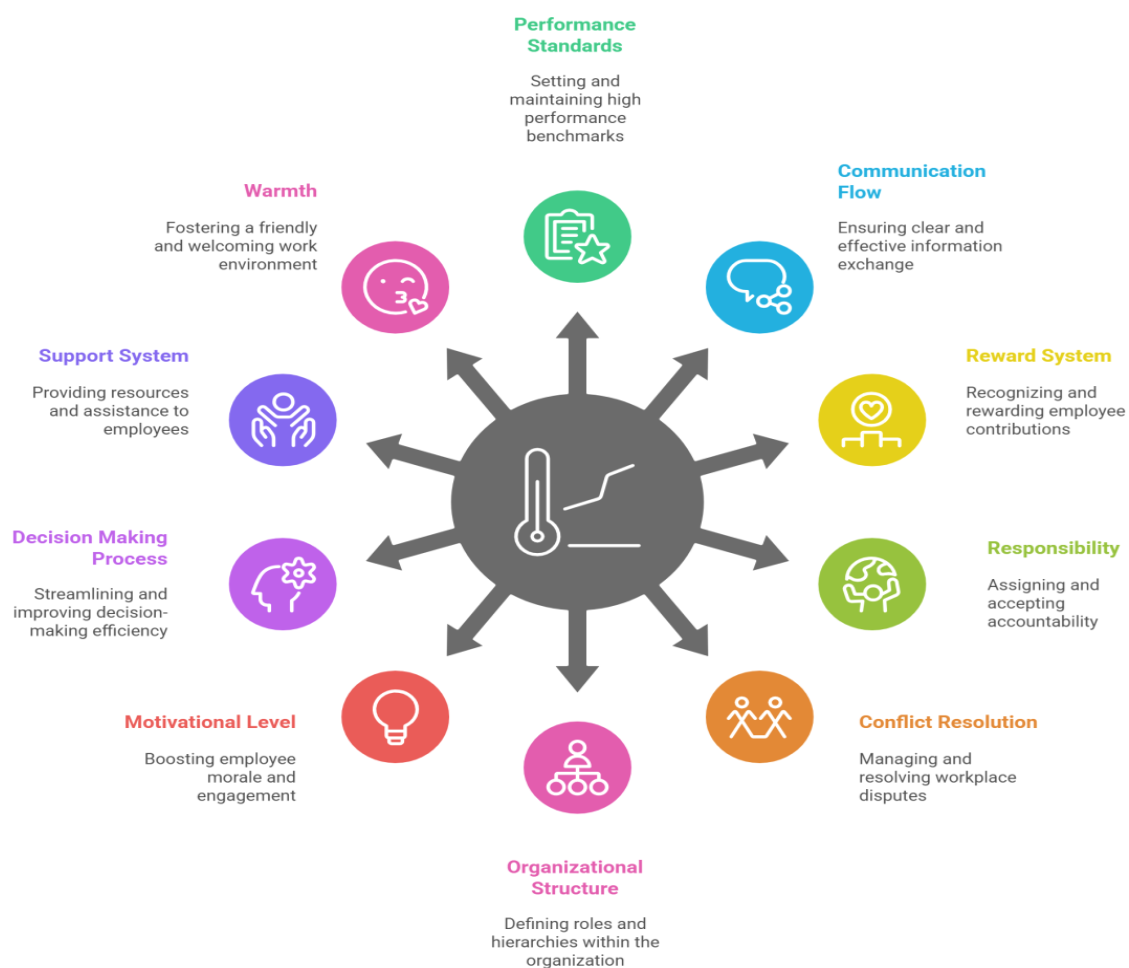


Figure 2

**Mrs. Joyce Mathews (2013)** carried a research work on “Occupational Stress and Job Burnout and concluded that the higher job burnout among teachers, affect the balance of their lifestyle. Experience, grade and gender had not been affected stress level. **Donna Ault (2016) concluded in his research on** “Causes and Effects of Teacher Burnout.” that positive social change were embedded for identification and removal of factors leading to burnout to maintain motivated and highly qualified teachers for best academic potential.

**Gunes, A.M., Kale, M. (2016)** studied relationship between Instructional Leadership and Organizational Climate and concluded a positive and significant relationship between instructional leadership and organizational climate and in report of central statistical office of Netherland. School organization climate is also connected with job satisfaction.

Every individual in the present time is working under pressure and target oriented Culture, Our teachers are also not left from this stressed life and this prolonged stress has emerged as Burnout'. There is a need to encourage positive and stress free climate in organizations that facilitates collaborative efforts among teachers. This Paper was targeted to find out the impact of Burnout on Organizational climate of teachers. So justification of this study is derived from drawback of previous researches.

## Objective

To find out the impact of different dimensions of burnout on two groups of secondary school teachers having high and low scores on organizational climate.

## Hypothesis of the Study

In order to achieve the above objectives, the following hypotheses were formulated and tested.

1. There is no significant difference between teacher burnout of two groups of secondary school teachers having high and low scores on organizational structure.
2. There is no significant difference between teacher burnout of two groups of secondary school teachers having high and low scores on motivational level.

## RESEARCH METHODOLOGY

**Design of Research:** Descriptive method

### Tools of Research:

#### ➤ Karuna Shankar Misra's Inventory of Burnout.

In order to measure the burnout of teachers the investigator adopted the Burnout Inventory developed by Karuna Shankar Misra. This test contains 48 items and divided in eight areas. Each area represents one dimension of Teacher Burnout of secondary school teachers i.e. Non-accomplishment, Depersonalization, Emotional Exhaustion, Friction, Task Avoidance, Distancing, Neglecting and Easy Going.

➤ **Organizational Climate Questionnaire developed by Somnath Chtopdhyay and Aggrawal (2011).** It is a 70 item inventory to be responded on a five-point scale. The validity of the inventory is .001 and the reliability is .89.

**Study Sample:** 80 teachers from 10 senior secondary schools of Ghaziabad District of Uttar Pradesh (India) were focused for study.

**Analysis of Data:** Mean, SD along with t-ratio was used for analyzing the data for comparing Burnout with reference to different dimensions towards organizational climate of secondary schools.

## RESULTS AND INTERPRETATION OF THE STUDY

As the study was targeted on the impact of Burnout on organizational climate of secondary schools. The organizational climate of two groups of secondary school teachers having high and low scores on organizational structure and motivational level. In order to test the 1st and 2nd hypothesis t test was used to compare the impact of burnout on organizational structure and motivational level of secondary school teachers.

### Analysis and Interpretation of Hypothesis-1

In order to test the hypothesis that "There is no significant difference between teacher burnout of two groups of secondary school teachers having high and low scores on organizational structure." The mean, standard deviation and 't' value of the two groups was calculated as shown in the table no-1.

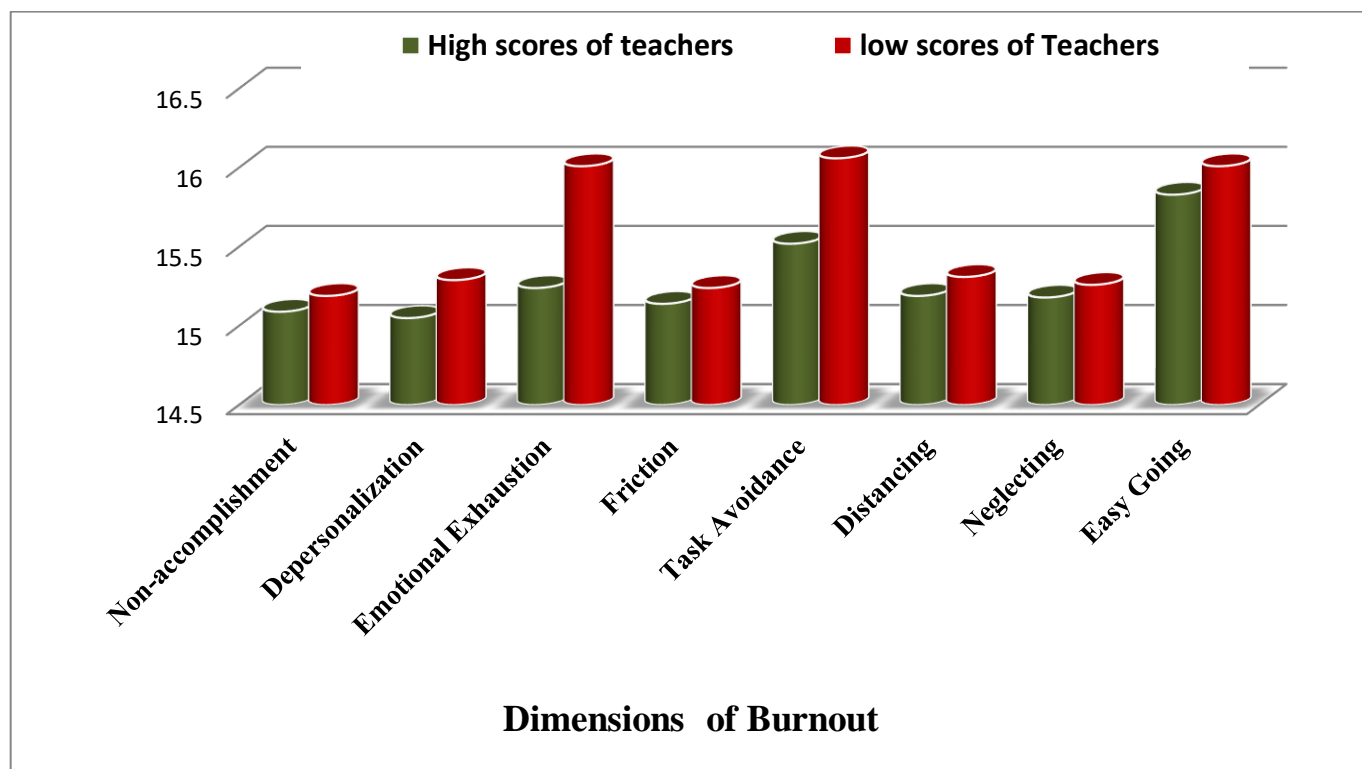
Table-1 Impact of Burnout on two groups of secondary school teachers having high and low scores on organizational structure

S.N.	Dimensions of Burnout	Two groups of Teachers on organizational structure				t-value	Significant Level		
		high scores		low scores					
		Mean	SD	Mean	SD				
1	Non-accomplishment	15.09	4.40	15.19	4.37	1.55	Not Significant		
2	Depersonalization	15.05	4.31	15.29	4.48	1.48	Not Significant		
3	Emotional Exhaustion	15.24	4.38	16.01	4.43	3.41**	Significant		
4	Friction	15.14	4.47	15.24	4.36	2.04	Not Significant		
5	Task Avoidance	15.52	4.42	16.06	4.27	2.89**	Significant		
6	Distancing	15.19	4.37	15.31	4.49	1.08	Not Significant		
7	Neglecting	15.18	4.27	15.26	4.59	0.42	Not Significant		
8	Easy Going	15.83	4.53	16.01	4.07	1.04.	Not Significant		

\*\* Significant at 0.01 level.

The t-values of mean difference between high scores and low scores of Secondary School Teachers on organizational structure came out to be 3.41, and 2.89 on the **Emotional Exhaustion** and **Task Avoidance** dimensions of Burnout. These were significant at 0.01 levels. Hence, the hypothesis that there is no significant difference between teacher burnout of two groups of secondary school teachers having high and low scores on organizational structure was rejected for the **Emotional Exhaustion** and **Task Avoidance** dimensions of Burnout. The hypothesis was accepted for Non Personal Accomplishment, Depersonalization, Friction, Distancing, Neglecting, and Easy Going dimensions of Burnout.

Chart-1 Impact of Burnout on two groups of secondary school teachers having high and low scores on organizational structure



Thus, it may be concluded that organizational structure wise the low scores group of teachers were highly impacted through **Emotional Exhaustion** and **Task Avoidance** dimensions of burnout. Hence the **Emotional Exhaustion** and **Task Avoidance** dimensions of burnout have negative impact on the organizational structure of secondary school teachers.

## Analysis and Interpretation of Hypothesis-2

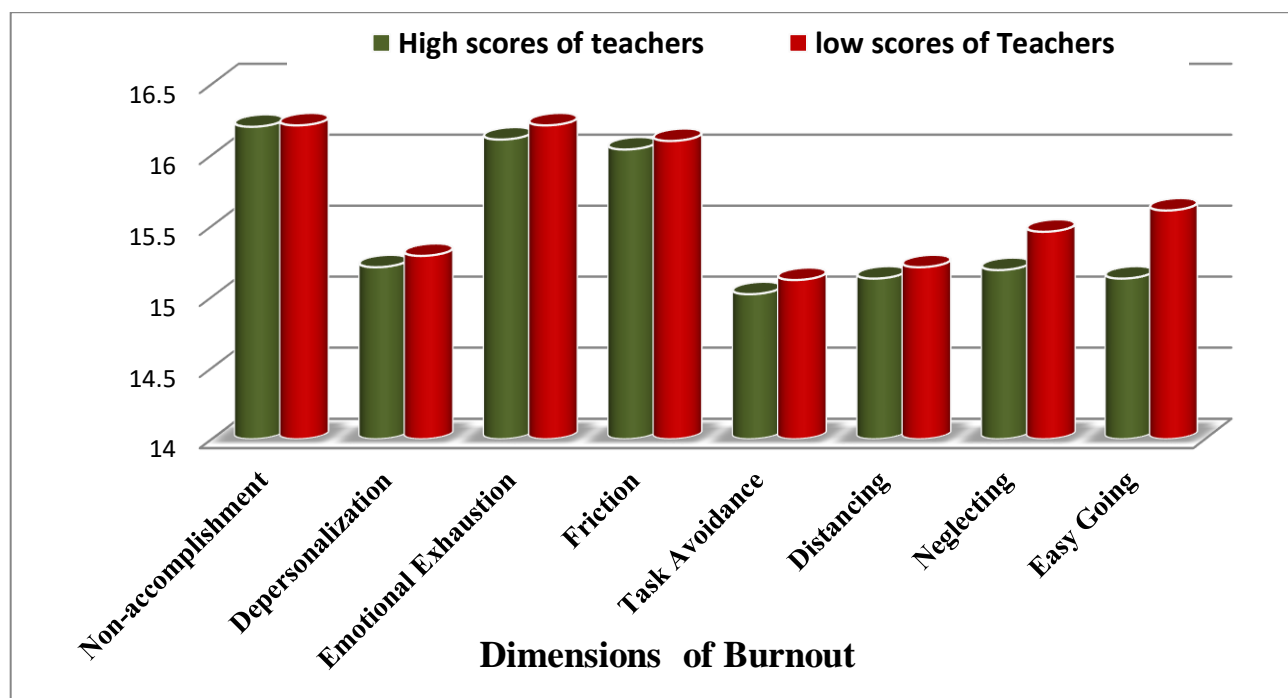
In order to test the hypothesis that “There is no significant difference between teacher burnout of two groups of secondary school teachers having high and low scores on motivational level” The mean, standard deviation and ‘t’ value of the two groups was calculated as shown in the table no-2.

Table-2 Impact of Burnout on two groups of secondary school teachers having high and low scores on motivational level

S.N.	Dimensions of Burnout	two groups of Teachers on motivational level				t-value	Significant Level
		high scores		low scores			
		Mean	SD	Mean	SD		
1	Non-accomplishment	16.20	4.20	16.21	4.17	1.77	Not Significant
2	Depersonalization	15.21	4.11	15.29	4.18	2.48**	Significant
3	Emotional Exhaustion	16.11	4.28	16.21	4.03	1.46	Not Significant
4	Friction	16.04	4.67	16.10	4.02	2.04	Not Significant
5	Task Avoidance	15.02	4.41	15.12	4.28	1.85	Not Significant
6	Distancing	15.13	4.17	15.21	4.39	1.08	Not Significant
7	Neglecting	15.19	4.29	15.46	4.46	0.87	Not Significant
8	Easy Going	15.13	4.26	15.61	4.29	3.64**	Significant

The t-values of mean difference between high scores and low scores of Secondary School Teachers on Motivational level came out to be 2.48, and 3.64 on the **Depersonalization** and **Easy Going** dimensions of Burnout. These were significant at 0.01 levels. Hence, the hypothesis that there is no significant difference between teacher burnout of two groups of secondary school teachers having high and low scores on Motivational level was rejected for the **Depersonalization** and **Easy Going** dimensions of Burnout. The hypothesis was accepted for Non Personal Accomplishment, Emotional Exhaustion, Friction, Task Avoidance, Distancing and Neglecting dimensions of Burnout.

Chart-2 Impact of Burnout on two groups of secondary school teachers having high and low scores on motivational level



Thus, it may be concluded that Motivational level wise the low scores group of teachers were highly impacted through **Depersonalization** and **Easy Going** dimensions of burnout. Hence these dimensions of burnout have negative impact on the Motivational level of secondary school teachers.

The results of the study will be helpful for the managements, administrators and educationists by focusing towards reducing the negative impact of burnout on various dimensions of organizational climate of schools for teaching in the field of school education.

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