

**OCCUPATIONAL BURNOUT AMONG
SECONDARY SCHOOL TEACHERS IN RELATION TO
ORGANIZATIONAL CLIMATE AND EMOTIONAL MATURITY**

A Dissertation Submitted to

School of Education

In partial fulfilment of requirements for the degree of

Master of Philosophy

In

Education

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(2015-16)

DECLARATION

I do hereby declare that the dissertation entitled “**Occupational Burnout among Secondary School Teachers in relation to Organizational Climate and Emotional Maturity**” submitted in partial fulfillment of the requirement for the award of the degree of M.Phil. (Education) is entirely my original work and all ideas and references have been duly acknowledged. It does not contain any work that has been submitted for the award of any other degree or diploma of any university.

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CERTIFICATE

This is to certify that Ms. Supriya Arora has completed her dissertation entitled **“Occupational Burnout among Secondary School Teachers in relation to Organizational Climate and Emotional Maturity”** under my guidance and supervision. To the best of my knowledge, the present work is the result of her original investigation and study. No part of the dissertation has been submitted for any other degree or diploma to any other university. The dissertation is fit for submission for partial fulfillment of the requirement for the award of M.Phil. degree.

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ACKNOWLEDGEMENT

I owe my debt to the Almighty God who has given me strength, motivation and patience to achieve the cherished goal of my life and to pen these words.

Any research work is challenging task in view of the vast of inputs necessary for its completion. Presently while expressing my feelings, I feel that words are incapable in expressing my deep and genuine gratitude and admiration of my worthy and respected supervisor Dr. Kundan Singh, Assistant Professor, School of Education, who has been a source of inspiration and encouragement. His valuable guidance, suggestions, constructive feedback and constant encouragement at each step throughout my dissertation work enabled me to complete this work smoothly and timely..

My deep sense of gratitude goes to Dr. Mihir K. Mallick, HOD, School of Education, Lovely Professional University for providing the strength and perseverance to finish the task.

My heartfelt gratitude goes to all faculty members of Lovely School of Education for their valuable suggestions from time to time.

I would express my words of thanks for the library and research lab staff of Lovely School of Education for permitting me to consult the library and research lab during the conduction of this research work.

Thanks are extended to all the teachers of various schools for their assistance during stages of data collection. This study would not have completed without the help of these authorities.

The journey of my education, work and experience has brought blessings and reward. These paths would have been left undiscovered and unconquered if it had not been for my parents in my life. There are no amount of words that can give them credit enough for all that they have done for and brought to my life.

I extend my warm thanks to my dear friends specially my dearest Prince Kumar who stood by me during tough times and always inspired me to complete my work successfully. Above all I convey a sense of gratitude to all those who contributed in to field of my research work.

The memory of the co-operation of all these will always remain fresh in my mind like sweet fragrance of a beautiful flower.

Date

Supriya Arora

Abstract

The study was conducted to investigate into the “occupational burnout among secondary school teachers in relation to organizational climate and emotional maturity”. Descriptive survey method was used in the study to obtain and precise information. The objectives of the study were to study levels of occupational burnout, organizational climate and emotional maturity among secondary school teachers; to find out difference in occupational burnout, organizational climate and emotional maturity among secondary school teachers with respect to gender and locality; to find out relationship between occupational burnout and organizational climate of secondary school teachers; to find out relationship between occupational burnout and emotional maturity among secondary school teachers and to find out relationship between organizational climate and emotional maturity of secondary school teachers. The sample of the study consisted of 260 secondary school teachers from Jalandhar, Kapurthala and Hoshiarpur districts of Punjab state. For collection of data the investigator used Occupational Burn-out Inventory developed by Maslach (2003), Organizational Climate Scale (OCS) developed by Venita Singh (2015) and Emotional Maturity Scale (EMS) developed by Jeya S. K. & Denisia S. P. (2000). For the purpose of drawing out results the investigator used t-test, Pearson’s correlation method, mean, standard deviation and percentage; pie charts and bar graphs were used as graphical techniques. The results of the study revealed that 20.38% of secondary school teachers have high level of occupational burnout, 64.62% have average and 15% secondary school teachers have low occupational burnout; 3.46% of secondary school teachers prefer high level of organizational climate, 21.54% prefer above average, 28.46% prefer average or moderate level of organizational climate. Whereas, 36.54% secondary school teachers prefer below average level of organizational climate, 10% secondary school teachers prefer low level of organizational climate. It is noticeable that extremely high and extremely low levels of organizational climate is preferred by none of the secondary school teachers; 14.62% of secondary school teachers have high level of emotional maturity, 66.92% have average level whereas 18.46% secondary school teachers have low level of emotional maturity; male and female of secondary school teachers do not differ in their occupational burnout; rural and urban secondary school teachers do not differ their occupational burnout; Female secondary school teachers give more

preference to organizational climate as compared to their counterparts male secondary school teachers; rural secondary school teachers give more preference to organizational climate as compared to their counterparts urban secondary school teachers; male and female of secondary school teachers do not differ in their emotional maturity; rural and urban secondary school teachers do not differ in their emotional maturity; There exists no significant relationship between occupational burnout and organizational climate of secondary school teachers; There exists no significant relationship between occupational burnout and emotional maturity of secondary school teachers; There exists no significant relationship between organizational climate and emotional maturity of secondary school teachers.

Keywords: *Organizational Climate, Occupational Burnout, Emotional Maturity, Secondary School Teachers.*

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CHAPTER-I

INTRODUCTION

1.0 INTRODUCTION TO THE PROBLEM

Teacher occupies an important and unique place in teaching-learning process.. It is heart and soul of any educational institutions. Teachers can do miracles, which can shape raw material into finished product. Teacher has to be conscious of his/her role as model, through their conduct, action and adherence to human values. Like every profession, teaching job requires satisfaction in job and commitment towards this noble profession on part of teachers.

Education makes man civic, good person, socially, emotionally and mentally adjustable and develop his/her personality. Education aims at developing all round personality of the individual. Progress of our society is the sole purpose of providing education to the members of society. Education in particular has become increasingly important in providing a competitive edge for individuals, regions and the nation as a whole in the global market. Through education human being comes to know how to behave ethically with other persons of the society, these values can be learnt by education; which also helps to increase the self-esteem of person and develop great love regarding their self and this self-love helps to respect others. Moreover we can say that education gives birth of both ethical leadership as well as self-esteem.

In different organizations, workers feel physically and emotionally exhausted due to stress from working with people under difficult or demanding conditions. Burn-out is followed by signs such as chronic fatigue, quickness to anger and susceptibility to colds, headaches and fever. “Burnout” in modern days is a common practice is a matter of constant media attention. People miss work due to “burnout syndrome.” It describes the consequences of severe stress experienced by people working in “helping” professions. Doctors, teachers and nurses; who sacrifice themselves for others, would often end up being “burned out” – exhausted, listless, and unable to cope. It means that it can affect anyone, from stressed-out Careerists and celebrities to overworked employees and homemakers.

1.1 OCCUPATIONAL BURN-OUT

It is a type of psychological stress. Occupational burnout is characterized by exhaustion, lack of enthusiasm and motivation, feelings of ineffectiveness and

frustration. A number of theoretical models on the origins of burnout are available, ranging from individual and interpersonal explanations to organizational and societal approaches. Burnout is a kind of chronic discrepancy between the expectations of a motivated employee and the reality in unfavourable work conditions, which develops towards burnout via dysfunctional ways of coping (Schaufeli & Enzmann 1998). Job demands refer to the physical, psychological, social, and organizational aspects of the job that require sustained effort and are therefore associated with physiological and psychological costs for the individual. Job resources refer to those corresponding aspects of the job that are functional in achieving work goals, reducing the associated costs, and stimulating learning and professional development.

Since our lifestyle is stressful hence it can put people under extreme pressure, to the point that they feel exhausted, empty, burned out, and unable to cope. Further, stress at work can also cause physical and mental symptoms. Some of the possible causes of burnout include feeling either permanently overworked or under challenged, being time pressured, or having conflicts with colleagues. Extreme commitment leads employees to neglect their own needs. Exhaustion is a normal reaction to stress; it is not a sign of illness. Burnout describes a set of symptoms that is more than a normal feeling of exhaustion. Some experts think that there might be some other symptoms behind being "burned out" – such as depression or an anxiety disorder. Physical illnesses may also cause symptoms like burnout.

Some of the symptoms said to be a result of burnout also occur in depression. These are: extreme exhaustion feeling, low reduced performance. Since the symptoms are similar, hence some people may be diagnosed with burnout although they actually have depression. Some characteristics of burnout are totally different from those of depression. They include alienation, especially from work. With depression, negative thoughts and feelings are not restricted to work only but spread to all areas of life. Not every case of burnout will have depression at its root, but burnout symptoms may increase the risk of getting depression.

Schaufeli et al. (2006) conducted a study on burnout and work engagement among teachers. He found existence of both processes, although the energetically process seems to be more prominent.

Marino et al. (2010) conducted a study on stress, occupational burnout, and job dissatisfaction in secondary school teachers. The sample consists of 1,386 teachers from

compulsory secondary education. The results strongly support the existence of (personal, psychosocial and contextual) determining factors common to all three phenomena. Specifically, support by colleagues, optimism, hardiness, daily hassles and life events are valid predictors of stress, burnout and job dissatisfaction in secondary school teachers.

Tsigilis (2011) conducted study on burnout among physical education teachers in primary and secondary schools. Aim of the study was to examine whether physical education teachers working in primary and secondary schools experience the same burnout levels. Four hundred and thirty seven full-time Greek physical education teachers from primary and secondary public schools filled in the “educator s” version of Maslach Burnout Inventory. Two hundred and seven were teaching in primary schools and 230 in secondary. Multivariate analysis of variance showed that physical education teachers working in the primary schools reported significantly and meaningfully higher levels on the core burnout dimension, namely emotional exhaustion” in comparison to their colleagues in the secondary schools. Moreover, the strength of association among the three burnout components was more prominent in primary physical educators than in secondary.

Poornima and Reddy (2012) investigated into occupational stress and professional burnout of University Teachers in South India. The results revealed that majority (74%) of the university teachers are experiencing moderate and high levels of occupational stress and 86 percent of teachers have professional burnout. It was also found that there is a positive relationship between the occupational stress and professional burnout of university teachers.

Sichambo et al. (2012) conducted a study on occupational burnout among secondary school teachers: A Case of Bungoma North District-Kenya. The study revealed that apart from the normal classroom teaching, teachers had a number of remedial lessons to attend to, larger classes to handle, a lot of paper work and some had to stay in their work stations other than their normal school timings in order to complete various tasks. All these factors were contributing in burnout among teachers which were badly impacting their performance. The study recommended that the weekend remedial lessons should be discontinued, regular transfers on request should be in practice and some relaxation time should be given to teachers.

Goswami (2013) conducted a study on occupational burnout of secondary school teachers in relation to their job satisfaction. The results of this study showed that firstly, the job burnout of teachers leads to the decrease of job satisfaction. Secondly, the

demographic variables age and area of work place affect job burnout. But sex was not found to be a factor of job burnout. The negative consequences of job burnout are too costly for organizations.

Ogungbamila (2013) conducted a study on occupational burnout among Employees in Some Service Occupations in Nigeria: Are Health Workers Different? Health workers reported higher levels of emotional exhaustion, depersonalization, and overall occupational burnout than either police personnel or teachers. Although health workers reported a higher level of reduced personal accomplishment than police personnel, results indicated that teachers felt as underachieving as health workers. The findings were discussed in terms of the perceived imbalance in the job demands rewards ratio in the job situations.

Mahakud (2014) studied organizational role stress and occupational burnout among Government and Private School Teachers in Delhi City: A Comparative Study. It was found that there is a significant difference of organizational role stress and burnout between the Government and Private School teachers ($p=0.01$). Also, the private male teachers are more stressed compared to the government male teachers and their female counterparts ($p=0.01$).

Ahmadi, Azizkhani, Basavi (2014) conducted a study on correlation between workplace and occupational burnout syndrome in nurses. The result shows that occupational burnout mean values of nurses working in emerging ward and ICU were significantly more than those of nurses working in orthopaedic and dialysis wards.

Ritacco (2014) conducted a study on impact of occupational stress and burnout on employee job performance: A study of nurses in rural clinics of bush buck ridge in Mpumalanga province. It was found that job stress and burnout do not impact registered nurses' job performance.

Chen et al. (2014) conducted a study on mental health and occupational burnout in primary and secondary school teachers in the remote mountain areas of Guangdong Province in the People's Republic of China. The purpose of this study was to survey mental health and burnout among graduating class teachers in remote mountain areas and to examine the influence of moderating variables. The status of both mental health and burnout among the respondents was significantly more troubling than the national norm used as a reference.

Gupta, Govil and Afsar (2015) conducted a study on occupational burnout among secondary school teachers with reference to certain demographic variables. The study was conducted on the sample of 300 secondary school teachers of Aligarh district of Uttar Pradesh. It was found that secondary school teachers have lower level of burnout in all three dimensions of burnout i.e. emotional exhaustion, depersonalization and personal accomplishment. It was also found that secondary school teachers do not differ significantly on their level of burnout according to age, gender and marital status but they significantly differ according to their place of living.

Abadi et al. (2016) conducted study on relationship of workaholism with Stress and Job Burnout of Elementary School Teachers. It was found that components of workaholism can predict teachers' occupational stress and job burnout ($p < 0.05$).

1.2 ORGANIZATIONAL CLIMATE

In the human organizations, like a school, we find a number of individuals working together towards common goals. Each of these individual comes to the work situations from different backgrounds of personal and social experience. These individuals differ in their demands of their jobs. These demands vary and depend on an individual's physical and social needs.

The organization means a highly complex social system composed of the most complex organizers, the human beings interacting with each other and are interdependent ingredients of the interaction phenomenon. Interaction takes place between two dimensions namely the social and psychological dimension of the social system. Organization development is essentially an important and large theme. A healthy school continuously strives to bring satisfaction among its member, teachers and non-teaching staff and provide a better quality of organization. It makes the school a challenging and interesting learning centre for students, teachers, and principal and achievements of students in curricular and co-curricular activities and inculcation of social sensitively and values.

1.2.1 TYPES OF ORGANIZATION

Two types of organization are distinguished in the organizational theory: (i) formal (ii) informal organizations. The differences between the two are features of which they are structured.

A formal organization is deliberately planned, created and concerned with the planned coordination of the activities of a number of people for the achievement of some common, explicit purpose or goal, through division of labour and function and through hierarchy of authority and leadership.

An informal organization is a result of interaction of people working towards a goal and development of groups with their own relationship. The informal organization is more flexible and loosely structured with membership often spontaneous and in varying degree of involvement.

1.2.2 CLIMATE

School climate means quality and character of school life. It is based on patterns of school life experience and reflects norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures. A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. This climate includes norms, values and expectations that support people feel social, economic and physical safety.

1.2.3 TYPES OF CLIMATE

A. OPEN CLIMATE

It means a situation in which the members enjoy extremely high spirit. The teachers work well together bickering and griping. They are not burdened by mountains of busy work or by routine reports. The teachers enjoy job satisfaction and are sufficiently motivated to overcome their difficulties and frustrations. They possess the incentive to work things out and to keep the organization moving. Furthermore the teachers are proud to be associated with their school. The behaviour of the principal represents and appropriate integration between his personality and the role he is required to play as principal.

He sets an example by working hard himself. He can either criticise actions of teachers or go out of his way to help the teacher depending upon the situation. He does not have to emphasize production. He does not do all the work himself because he has the ability to let appropriate leadership acts emerge from the teachers. He is full control of the situation and he clearly provides leadership for the staff.

B. THE CLOSED CLIMATE

The closed climate is a situation in which the group members obtain little satisfaction in respect to either task achievements or social needs. This climate is almost

closed. The teachers are this engaged and do not work well together, consequently, group achievements minimal. Teacher is to complete a variety of reports and to attend to a host of housekeeping duties. Spirit is low due to the reason that group members obtained neither social needs satisfaction nor the satisfaction that comes from task achievements. The principal is high and impersonal in controlling and directing the activities of teachers. He sets up rules and regulations about how things should be done and these rules are usually arbitrary.

C. PATERNAL CLIMATE

It refers to a situation in which there is little scope for the members to satisfy their social needs and drive jobs satisfaction. The faculty has no work in the way the principal wants but at the same time the principal is a paternal guardian of the school faculty.

D. FAMILIAR CLIMATE

It is characterized by the conspicuously friendly behaviour of both the principal and the teachers. The teachers have established personal friendship among themselves.

E. AUTONOMOUS CLIMATE

It refers to an environment in which the teachers enjoy a friendly relationship and high degree good morale. They satisfy the social needs to a great extent moderate and enjoy a degree of job accomplishment. It includes a set of the properties of the work environment which are specific to a particular organization that may be assessed by the way the organization deals with its employee and its social needs and task environment. This definition views the climate as an entity generated by the unique way of interaction of a particular organization which is constituents and the significant forces outside its boundaries.

Organizational climate deals with values and attitudes of persons in the different subsystems existing in the school; the teachers; non-teaching and other seeds are sown and from which fruits are gathered later. Whatever be the high quality of the seeds, the technical competence of the grower and the financial resources available, all will depends on the fertility of the soils. Hence, a large number of principals, to have introduced innovations, have concentrated their efforts on creating and organizational climate. An organization is, no doubt made up of more than one individual.

Amarnath (1980) conducted a study which was comparative study of the organizational climate of government and privately managed higher secondary school in

Jalandhar district. It was found that the government and privately managed schools as a group did not differ significantly in their organizational climate but differed from schools to school.

Louise (2000) conducted a study on "Africans American Students academic experiences at Predominantly White institutions. A critical interpretive approach to addressing organizational climate". The objective of the study was to investigate African American Studies academic experiences of predominately white institution and its climate. Sample Consisted of 21 African American Students in the University. The results suggested that the African American Students Perceived that they were the de-valued in Classrooms, felt alienated from the centre of campus life.

Natrajan (2001) conducted a study on types of organizational climate existing in higher secondary schools and its overall influence on the job satisfaction of postgraduate teachers working in such schools. It was found that higher secondary schools of Tirupattur Educational districts differed in their organizational climate to the extent that one could find six types of organizational climate. Further, it was found that there is a significant relationship between the school organizational climate and the job satisfaction of teachers.

Merina and Terena (2002) conducted a study on "Early childhood education sense of efficiency and the organizational climate" in which they work. The study explored a link between teacher's sense of efficacy and organizational climate with the focus on the constructs of organizational effectiveness and how best practices from the best run companies can provide a frame work for optimal performance in early childhood centres. 283 early education teachers from private and non-profit Head start and public school head start agencies in Los Angeles country in South California completed two surveys. The data analysis supported a significant relationship between efficiency and climate for the entire sample. Findings of this investigation have major implications for greater support for well- articulated induction programme, professional development, and evaluative activities to help practitioners become more proficient understanding how organizational climate relates to efficiency holder implications for future research about how to improve the social organization of school.

Mooney, et al. (2003) investigated "the study of the relationship between transformational leadership and organizational climate of elementary schools in western Pennsylvania". A survey questionnaire of 59 elementary principals and 425 elementary teachers assessed their perceptions of the principal's leadership style.

The findings indicate that the transformational leadership dimensions, Idealized influence, extra effort individualized consideration and intellectual stimulation had the greatest relationship to positive school climate. The data also suggests that there is a light tendency for more experienced principals to be less inspiring and enthusiastic and that experience is irrelevant to transformational leadership.

Riberto (2004) conducted a study titled as "Using the organizational climate Description Questionnaire to examine school climate at four elementary schools". Most educators are convinced that principals play a powerful leadership role in' curriculum and institution. This study utilizes of OCDQ, to examine four variables spirit, intimacy, thrust and consideration. The premise of this study was that in a elementary school with the high degree of spirit intimacy, thrust and consideration as measured by the OCDQ, there will be an open school climate.

Ponmalar (2005) undertook a study on organizational climate and job satisfaction of teaches of colleges of Kanyakumari and Tirunelveli Districts". It was found that with reference to the type of management organizational climate of Government colleges are different from aided colleges.

Shams (2006) conducted a study on "organizational climate in school". The objective of the study was to find out the primary need for analysing the organizational climate. The study included 410 students of four schools in Mysore. OCDQ prepared by Halpin and croft tool used in this study. 't' test used for analysing the data. The major findings of the study shows that i) there is close positive relation between principals, teachers and students in good organizational climate.

Gunbayi (2007) conducted a study on the difference in the levels of the variables related to the schools climate factors among the teachers. As a result of the analyses, all the teachers reported open climate in relation to the factors of team commitment, organizational clarity and standards, intimacy and support, autonomy, member conflict, medium climate in relation to the factors of risk and in reward.

Adeyemi (2008) conducted a study on the relationship between organizational climate and teacher's job performance in primary schools. It was found that most of the schools run as an open climate type of organization. The level of organizational climate in the schools was very low. The level of teacher's job performance was equally low. A significant relationship was however found between organizational climates and teachers' job performance.

Ahmad (2010) conducted a study to determine the impact of organizational climate on performance of college teachers. It was found that the majority of public college principals opined that open climate was very highly and positively correlated to teacher performance, but paternal and closed climate were negatively correlated to teacher performance.

Goel (2014) conducted a comparative study on organisational climates of residential & non-residential schools. Findings of the study indicated that organisational climate is significantly different in residential and non-residential schools. Moreover, residential school teachers perceived the organizational climate of their schools as better one. The study further revealed that levels of disengagement and alienation are significantly found higher in non residential schools. Levels of psycho-physical hindrance and intimacy are found to be slightly higher in residential schools but the difference is not significant.

Sadeqi et al. (2016) conducted a study on the relationship between job satisfaction and organizational climate: a case study of government departments in Divandarreh. Results confirmed the relationship between organizational climate and job satisfaction. This means that emphasizing and managing organizational climate helps to promote job satisfaction.

1.3 EMOTIONAL MATURITY

Emotional Maturity is that characteristics of emotional behaviour that is generally attained by an adult after the expiry of his adolescence period. Emotion may be defined as the stirred up condition of organism involving internal and external 2changes in body. Maturity is the ability to stick with a project or a situation until it is finished. Emotional Maturity is a process which the personal is continuously striving for greater sense of emotional health both intra-psychically and intra-personally.

EMOTIONS:

The word ‘emotion’ is derived from the Latin word ‘mover’ which means ‘to stir up’, ‘to agitate’ or ‘to excite’. So emotion is stirred up or disturbed state of mind.

Charles G. Morris has defined emotion is a complex effective experience that involves diffuse psychological changes and can be expressed overtly in characteristic behaviour pattern. Today’s world is a lot different from what existed earlier. At every

stage of the development from infancy to childhood, one witnesses a drastic change in values, morality, ethics, culture and traditions. Today's youth is under tremendous pressure not only from the parents and teachers but also from the peers. This youth unrest leads to violence, emotional outbursts, neurotic tendencies and unnatural behaviour. This transformation of values, morality, ethics, culture and traditions. Today's youth is under tremendous pressure not only from the parents and teachers but also from the papers. This youth unrest leads to violence, emotional outbursts, neurotic tendencies and unnatural behaviour. This transformation of values and morality, emotional behaviour, and social etiquettes forces us to pause and analyses seriously the total social structure and its implications on every unit of the society. This study is an effort to know the level of emotional maturity and anxiety at different levels of the university courses. Crow and Crow have defined emotion as an affective experience that accompanies generalized inner adjustment and mental and psychological stirred up states in the individual.”

Maturity: Maturations is a process which causes both physical and mental development of an individual. Ruch has suggested that after birth the process through which growth and development remains functional is known as maturity. Emotional Maturity is that characteristics of emotional behaviour that is generally attained by an adult after the expiry of his adolescence period.

In modern times of hustle and bustle, youth as well as children are facing difficulties in life. As a result of this many psycho-somatic problems are arising such as anxiety, tensions, frustrations and emotional upsets in day to day life. Hence, investigation into the emotional life is now emerging as a descriptive science, comparable with anatomy. It deals with an inter play of forces with intensities and quantities. Emotions play central role in the life of an individual, one is expected to have higher emotional maturity in order to lead an effective life. It is also true that our behaviour is constantly influenced by the emotional maturity level that we possess.

Emotional pressure is increasing day by day at adolescent stage. Emotions are basic primeval forces by nature to enable the organism to cope up with circumstances which demand the utmost effort for survival. The emotions are a way of acting, as a way of getting along in the world; they may be constructive and destructive. Emotions have strong link with urges, needs and interests. Emotional maturity is the result of interaction

between many factors like home environment, school environment, society, culture and to a great extent on the programmes watched on television. Emotionally matured person can make better adjustment with himself as well as with others. He accepts the reality and doesn't grumble for petty things. Dosanjh (1960) is of the view that emotional maturity means balanced personality. It means ability to govern disturbing emotion, show steadiness and endurance under pressure and be tolerant and free from neurotic tendency". Singh (1990), "Emotional maturity is not only the effective determinant of personality pattern but also helps to control the growth of an adolescent's development. A person who is able to keep his emotions under control, to brook delay and to suffer without self-pity might still be emotionally stunned". A man who is emotionally stable will have better adjustment with himself as well as with others. Emotionally mature person will have more satisfaction in life, he will be satisfied with what he is and have a balanced attitude. During the period of adolescence, physical, emotional, psychological, cultural, and intellectual and socio behavioural changes occur in life.

Emotional Maturity

Emotional maturity is the ability of self-control which in turn is a result of thinking and learning. According to Chamberlain (1960), an emotionally matured person is one whose emotional life is well under control.

Maturity is the ability of an individual to respond to the environment in an appropriate manner. This response is generally learnt, not instinctive. The emotional maturity consists of five dimensions viz. emotional stability, emotional progression, social adjustment, personality integration and independence.

Emotional Stability

Such characteristics of a person which does not allow him to react excessively or given to swings in mood or marked changes in any emotive situation. He is able to do what is required of him in any given situation.

Contrary to it emotional instability is a tendency to quick changing and unreliable responses and is a factor representing syndrome of irritability, stubbornness and temper tantrums, lack of capacity to dispose of problems and seek help for one's day to day problems (Yashvir Singh and Mahesh Bhargava, 2005a).

Emotional Progression

Characteristic of a person that refers to a feeling of adequate advancement and going vitality of emotions in relation to the environment to ensure a positive thinking imbued with righteousness and contentment.

Emotional regression is a broad group of factors representing such syndromes as feeling of inferiority, restlessness, hostility, aggressiveness and self-centeredness (Yashvir Singh and Mahesh Bhargava, 2005b).

Social Adjustment

It is a process of interaction between the needs of a person and demands of the social environment in any given situation, so that they can maintain and adapt a desired relationship with environment. It is a person's harmonious relationship with his social world.

Socially maladjusted person shows lack of social adaptability, hatred, seductive but boasting, but liar and shirker (Yashvir Singh and Mahesh Bhargava, 2005c).

Personality Integration

It is the process of firmly unifying the diverse elements of an individual motives and dynamic tendencies, resulting in harmonious coactions and de-escalation of the inner conflict in the undaunted expression of behaviour (English and English, 1958).

The disintegrated personality includes all those symptoms like reaction, phobias formation, rationalization, pessimism, immorality etc. Such a person suffers from inferiorities and hence reacts to environment through aggressiveness, destruction, and has distorted sense of reality (Yashvir Singh and Mahesh Bhargava 2005d).

Independence

It means the capacity of a person's attitudinal tendency to be self-reliant or of resistance to control by others where, he can take his decisions by his own judgment based on facts by utilizing his intellectual and creative potentialities.

A dependent person shows parasitic dependence on other is erotic and lacks objective interests. People think of him an unreliable person (Yashvir Singh and Mahesh Bhargava 2005e).

1.3.1 Characteristics of Emotionally Mature Behaviour

Following are some of the characteristics of emotionally mature behaviour:

- Capacity to withstand delay in satisfaction of needs.
- Ability to tolerate a reasonable amount of frustration.
- Belief in long-term planning.
- Capable of delaying or revising his expectations in terms of demands of situations.

- Capacity to make effective adjustment with himself, members of his family, friends, society and culture.
- Capable for responding in gradation or degree of emotional responses he does not respond in all or none fashion, but keeps within bounds. If his hat blows off, he does not blow up.
- Able to delay his responses as controlled with the impulsiveness of young child.
- Handling of self-pity, instead of showing unrestrained self-pity, he tries to feel for him.
- Learns to accept criticism to examine it rather than to have a temper tantrum or depression about it.
- Has cool but persistent courage.
- Firm sense of reality.
- Flexibility and acceptability.
- Inhibition of direct expression of negative emotions.
- Cultivation of positive, up-building emotions.
- Development of higher tolerance for disagreeable circumstances.
- Understanding and actions in accordance with limitations.
- Ability to delay the gratification of impulses.
- Do not suffer from wild fluctuations in mood, but rather feel inner peace most of the time.
- Feel able to cope even when life becomes tough.
- Do not feel the need to abuse alcohol or drugs in an attempt to escape their feelings.

1.3.2 Techniques for Controlling Emotions

Think wisely before taking a decision

Take your time before taking a decision and if you are not constrained by time then it's even better to sleep. Give yourself more time to think so that you can be more in control of your emotions.

Resist the urge to act right away even if you feel like it

You must learn how to not let your emotions force you to take impulsive actions. Learn how to react after taking your time to think.

Always have plan b

Sometimes a person might take an action, as a result he loses control of his emotions if he didn't get the results he expected. It happens because he did not have a backup plan. If you know what you are going to do in case the action you did didn't work it will be completely possible to be in control of your emotions

Seek explanation and evidence before you take actions

If you were told that someone was talking behind your back then you might first want to call that person and to confront him before you take actions that you regret later.

How a person can develop Emotional Maturity

Be a giver

Practice unselfishness to achieve emotional maturity. It instils in a person a sense of genuineness. It makes an individual sensitive towards other people's needs and emotions, raising him/her from the shackles of conceit.

Understanding of the self

Be insightful in order to gain emotional maturity. The feedback given by other people should be considered carefully; if there is any opportunity of improvement, it should be given utmost importance.

Surround yourself with positivity

Make a conscious effort to be surrounded by positive people, such kind of people who believe in living their lives with hope and honesty. You can learn a lot from them and apply it to your own life.

Concentrate on the bigger picture

Focus on the bigger meaning of life. Try to concentrate on the things that matter in a bigger perspective. Thinking only about yourself will make you conceited and give birth to regressive feelings like self-pity and self-victimization. Take on a noble cause, like charity work and involve yourself into something constructive.

Sidhu (1992) conducted a study to explore the professional competence of the physical education school teachers in relation to their intelligence, emotional maturity,

self-esteem and environmental facilities in a sample of 300 physical education school teachers 65 including male and female, working in rural/urban, private/government, higher/senior secondary schools selected through the incidental-cum-purposive sampling technique. Also 1200 students were taken to obtain ratings about the teachers. It was found that emotional adjustment was related to pupils' ratings and with attitude. The sub measures of emotional instability exhibited significant positive correlation with pupils' ratings and with attitude. Emotional regression was positively related with pupils' ratings and with total attitude score. Social maladjustment was positively related to pupils' ratings and total attitude score. Personality disintegration was positively related to pupils' ratings and teaching attitude. Lack of independence was related with pupils' ratings and teaching attitude.

Kaur (2000) found significant relationship between emotional maturity, school, home and psychological environment. Girls were found to be more emotionally mature than boys. Rural students were found to be more emotionally mature than urban students.

Anju (2000) found that there existed a positive and significant relationship between emotional maturity and intelligence of students which implied that more intelligent the person was, more emotional mature he was. The relationship between emotional maturity and intelligence of girls came out to be significant.

Kaur (2001) found that the students having high I.Q. level, have good academic achievement. This high emotional maturity has positive correlation with intelligence, academic and environmental catalyst.

Arya (2002) examined that emotional maturity of superior children in families. The results of the study revealed that the superior boys and girls did well in emotional maturity test. Superior intelligence showed a high relation with emotional maturity.

Upadhyay and Upadhyay (2003) conducted a study on emotional stability and academic achievement of boys and girls at secondary level. It was concluded that emotions have both direct and indirect effect on personality. Boys were significantly emotionally stable than girls. There was no significant difference between boys and girls in academic achievement. There was no significant relationship between emotional stability and academic achievement of the students.

Gakhar (2003) conducted a study on "Emotional maturity of students at secondary stage: self-concept and academic achievement". Sample was 200 students of secondary stage. Significant negative correlation was found between self-concept and emotional maturity. A negative correlation was found between academic achievement

and emotional maturity. Significant difference in the emotional maturity of boys and girls was found. There was significant difference in the emotional maturity of students belonging to urban and rural areas and emotional maturity of students of rural areas is more as their mean scores on emotional maturity inventory was less. There was significant difference in the emotional maturity of students who studied in government and private schools. Further, emotional maturity of students of private schools was more as compared to their counterparts due to low mean score on emotional maturity scale. It also showed that there was insignificant difference in the emotional maturity of students who lived in hostels and those who are day scholars. The study also revealed that there was insignificant difference in the emotional maturity of children of working and non-working mothers.

Aleem and Sheema (2005) conducted a study on emotional stability and found significant difference between the mean scores of male and female students on emotional stability and further found that female students are emotionally less stable than male students.

Lekhi (2005) explored a study on emotional maturity of adolescents in relation to cognitive and Non-Cognitive variables. Results revealed significant correlation between intelligence and emotional maturity. It means that when the I.Q. level of the students is more then they show high class of emotional maturity and their behaviour reflects a balanced personality.

Nanda (2005) have reported that familial variable, family type and personal variable, age had an impact on emotional maturity of an individual, it depends upon the heredity and emotional factors present at home, school, in peer group and other environmental surroundings of an individual.

Bansibihari and Surwade (2006) conducted a study on the effect of emotional maturity on teacher effectiveness. The sample consisted of 355 secondary teachers (180 male and 175 female) from secondary schools for Navapur and Dhule cities of North Maharashtra. Female teachers were found to be emotionally more mature/stable than male teachers who are found to be emotionally immature. The teaching of emotionally mature teachers was found to be more effective than those of emotionally immature teachers, whose teaching is found to be of average grade. It what there is no sex difference in emotionally mature group with respect to teacher effectiveness.

Jadhav (2010) conducted a study on relationship between home environment and emotional maturity of college going students of Belgaum district. A sample of 200 students from degree colleges of Belgaum district in Karnataka was taken. For each college the random sampling was used. Results revealed that there is a positive significant relationship between home environment and emotional maturity among boys and girls. There is no positive and significant relationship between home environment and emotional maturity of urban students whereas there is positive and significant relationship between home environment and emotional maturity of rural students. There is no positive and significant relationship between home environment and emotional maturity of students studying in government colleges. In case of students studying in private colleges, it was found there is a positive and significant relationship.

Gupta, et al. (2011) conducted a study on leadership behaviour and emotional maturity of prospective teachers in relation to their teacher competencies. The main findings of the study were: 1) the prospective teachers having high leadership behaviour were significantly more competent in teaching than prospective teachers having low leadership behaviour, 2) the prospective teachers having high emotional maturity were significantly more competent in teaching than prospective teachers having low emotional maturity, 3) The interaction of different levels of leadership behaviour and emotional maturity of prospective teachers yielded significant result on their teaching competencies.

Patil (2011) conducted a study exploring the effect of emotional maturity of primary teachers on their attitude. 140 primary teachers were selected by stratified random sampling method from Jilha Parishad school of Amalnertaluka. Emotional Maturity Scale of Yashveer Singh & Dr. Mahesh Bhargava and Attitude test of Dr. Jayprakash & Dr. Shrivastava were used to collect the information. The descriptive and inferential statistical analysis was used. It was concluded that emotional maturity of primary teachers affects their teaching attitude and this effect of emotional maturity on teacher's attitude of primary teachers is positive.

Ramsay and Sujatha (2011) examined emotional maturity among college boys and girls. The study findings revealed that boy students had high emotional maturity than that of girls. Significant association was found between emotional maturity and selected variables like, gender, aggregate marks in previous year, educational status of father, educational status of mother, occupation of mother and monthly family income.

Chaturvedi and Kumari (2012) explored a study on role of emotional maturity and emotional intelligence in learning and achievement in school context. The sample was taken from 300 male students of 12th students of urban residence age of 16 to 18 years with incidental cum purposive method. The findings of the study revealed that emotional maturity does not influence the level of learning of the subjects. Emotional maturity is substantial to the level of academic achievement of learning of the subjects.

Soundar (2012) conducted a study of emotional maturity and adjustment of B.Ed. trainees in Cuddalore district. It was revealed from Mean and S.D. values that male trainees have high adjustment in home, health, emotional and in educational adjustment whereas female trainees have high adjustment in social area but on total adjustment scores it was found that there was no significant difference between male and female trainees with regard to adjustment. In emotional maturity and its components female B.Ed., trainees have scores higher than males in emotional regression but male B.Ed., trainees scores higher mean value in personality disintegration but with regard to total emotional maturity it was found that there was insignificant difference in the emotional maturity of male and female B. Ed trainees of Cuddalore district.

Balakrishnan (2013) conducted a study on emotional maturity of teachers in relation to their subjects and years of experience. The sample of study was comprised from five districts of Tamil Nadu viz., Cuddalore, Villupuram, Tirvannamalai, Perambalur and Nagapattinam. Random sampling technique (involving lottery method) has been employed in the selection of 720 post graduate teachers from 60 higher secondary schools. From each of these higher secondary school, 12 post graduate teachers have been randomly chosen to constitute the sample. The findings are that the post graduate teachers have extremely unstable level of emotional maturity. This may be due to the reason that our educational system is stressing cognitive learning without considering the refinement of feeling and attitude.

Borate and Uplane (2013) examined a study on emotional maturity development programme and its effect on student teacher's family relationship on 50 students (25 boys and 25 girls) of Subashanna Kul Adhyapak Vidyalaya of Patas in Daund Taluka. The findings of the study there is no effect on emotional development on student teacher's father's and mother's concentration component in family relationship.

Singh, Pant and Valentina (2013) conducted a study on social and emotional maturity of senior secondary school adolescents. It is evident from the study that gender

differences do exist in social and emotional maturity of adolescents. However these gender differences can be attributed to the variations in socialization process of both genders then to the inherent genetic character.

Zapata (2015) conducted a study on emotional stability and emotional maturity of fourth year teacher education students of the Bulacan state university. Descriptive survey research methodology was used, specifically the correlation study, since it attempts to establish the perceived difference between the emotional stability and emotional maturity.

1.4 SIGNIFICANCE OF THE STUDY

Society demands the regard and equality for all human beings; one person can treat others without any kind of discrimination only when he/she knows the value of good behaviour and manners. It is very important to deal with nice manners and good way in the world to gain the benefits of the opportunities that is provided by the society for the benefit of the persons who are the members of the society. We would not be able to install ethical behaviour in our children if we as adults do not lead by moral and ethical examples.

It is generally observed that teachers who are intelligent can best utilize their talents, mental abilities, teaching skills in the form of intelligent methods of teaching by providing rich quality of subject matter by solving the problems of the students which in turn give better results which make teachers satisfied in their profession. It is because of this contribution that they will produce superior intellects that will contribute in economic, social, culture, political and others fields of the nation. An emotionally mature teacher can best express s feeling towards his students.

Since our lifestyle is stressful hence it can put people under extreme pressure, to the point that they feel exhausted, empty, burned out, and unable to cope. Further, stress at work can also cause physical and mental symptoms. Some of the possible causes of burnout include feeling either permanently overworked or under challenged, being time pressured, or having conflicts with colleagues. Extreme commitment leads teachers to neglect their own needs.

Organizational climate deals with values and attitudes of persons in the different subsystems existing in the school; the teachers; non-teaching and other seeds are sown and from which fruits are gathered later.

Review of related literature has revealed that no study was conducted on occupational burnout, organizational commitment and emotional maturity of secondary school teachers. It is interesting to know how occupational burnout and organizational commitment of secondary school teachers affect the emotional maturity of teachers. Hence the investigator has taken the study. Findings of the study will be beneficial to teachers, administrators, heads, employers and policy makers.

1.5 STATEMENT OF THE PROBLEM

The present study is stated as: “OCCUPATIONAL BURNOUT AMONG SECONDARY SCHOOL TEACHERS IN RELATION TO ORGANIZATIONAL CLIMATE AND EMOTIONAL MATURITY”

1.6 OPERATIONAL DEFINITIONS OF TERMS

Occupational Burn-out

Occupational burnout or job burnout is characterized by exhaustion, lack of enthusiasm and motivation, feelings of ineffectiveness. In its operational terms, it refers to high or low levels of occupational burnout among secondary school teachers as measured by adapted version of Maslach Occupational Burnout Inventory.

Organizational Climate

Organizational climate is a kind of group whose member has various responsibilities for accomplishing the group tasks. It means a part of 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 the importance of the communication in creating and maintaining organizational identity. In its operational terms, it refers to levels of four dimensions (namely leadership, organizational structure and design, interpersonal relation and member quality) as measured by Organizational Climate Scale for Teachers (developed by Dr. Venita Singh)

Emotional Maturity

Emotional maturity is habitual flow of feelings. It is capacity to control on emotions, dealing power and problem solving ability. Emotional maturity is a particular response of behaviour and response to situation in a mature and responsible manner.

“Emotional Maturity is that characteristics of emotional behaviour that is generally attained by an adult after the expiry of his adolescence period.

In its operational terms, it refers to high and low levels of five dimensions of emotional maturity (namely personal maturity, social maturity, responsibility, mental health and decision making) as measured by Emotional Maturity Scale (developed by Jeya and Denisia).

1.7 OBJECTIVES OF THE STUDY:

Following objectives were realized in the present study:

1. To study levels of occupational burnout, organisational climate and emotional maturity among secondary school teachers.
2. To find out difference in occupational burnout, organisational climate and emotional maturity among secondary school teachers with respect to gender and locality.
3. To find out relationship between occupational burnout and organisational climate of secondary school teachers.
4. To explore relationship between occupational burnout and emotional maturity among secondary school teachers.
5. To find out relationship between organisational climate and emotional maturity of secondary school teachers.

1.8 HYPOTHESES OF THE STUDY:

Following hypotheses were tested in the present study:

1. There exists a significance difference in occupational burnout among secondary school teachers with respect to gender and locality.
2. There exists a significance difference in organizational climate among secondary school teachers with respect to gender and locality.
3. There exists a significance difference in emotional maturity among secondary school teachers with respect to gender and locality.
4. There exists a significance relationship between occupational burnout and organizational climate of secondary school teachers.
5. There exists a significance relationship between occupational burnout and emotional maturity of secondary school teachers.
6. There exists a significance relationship between organizational climate and emotional maturity of secondary school teachers.

1.9 DELIMITATIONS OF THE STUDY

The study was delimited to:

1. 260 secondary school teachers working in different Government, Private and Aided Schools.
2. The study was confined to Jalandhar, Kapurthala and Hoshiarpur Districts of Punjab state.

CHAPTER II

METHODOLOGY

Method means a systematic and a regular way of accomplishing something. It is a way of performing something. Selection of suitable method is very important in order to get satisfactory results. Methodology makes the most important contribution towards the enrichment of any study. The present chapter deals with the plan and method of investigation. It gives a brief description of sample as well as tools and techniques applied for the collection and interpretation of the data.

Method and procedure of any study depends upon the type of problem. Appropriate plan and procedure is very essential to collect factual and relevant data both in terms of quality and quantity. The present chapter deals with the method of the study, which covers sample, design of the study, development and description of the tools, procedure and statistical techniques used for the analysis for the data.

2.1 RESEARCH METHOD

For the present study, descriptive survey method was used by the investigator. Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and whenever possible, to draw valid general conclusions from the facts discovered. They are restricted not only to fact finding but often result in the formulation of important principles of knowledge and solutions of significant problems concerning local, state, national and international issues. Descriptive studies are more than just a collection of data; they involve measurement, classification, analysis, comparison and interpretation. In short, descriptive method helps in explaining the phenomena in terms of conditions or relationships that exists, opinions that are held by students, teachers, parents and experts, processes that are ongoing, effects that are evident or trends that are developing.

2.2 POPULATION AND SAMPLE

Present study is descriptive in nature. All secondary school male and female teachers working in different schools constitute population for the present study. The investigator has selected 260 secondary school teachers, 130 rural and 130 urban (115 male and 145 female) as a sample for the present research by using stratified random sampling technique. The classification of sample is given below:

Description of Sample:

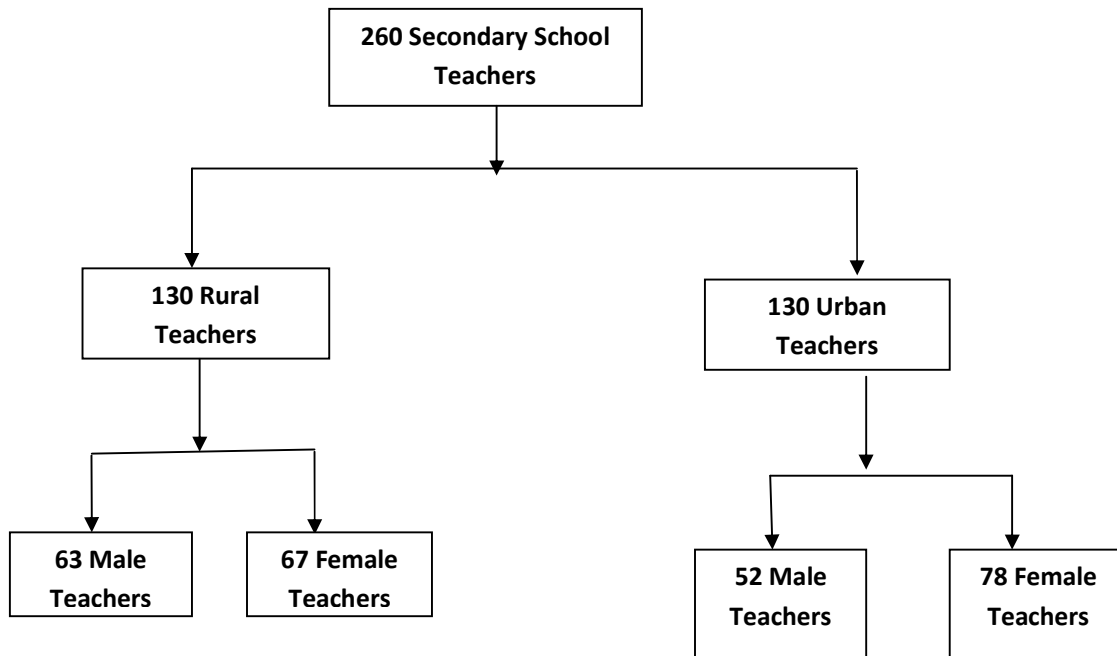


Figure 2.1 Sampling design

2.3 TOOLS USED

Research is based on the collected data. This data is collected by applying certain tools. A researcher goes for a particular type of tool after judging its criteria like validity, reliability, practicality etc. Keeping in mind the investigator has used the following standardized tools for collection of data:

1. Adapted Maslach Occupational Burn-out Inventory developed by Maslach (2003).
2. Organizational Climate Scale (OCS) developed by Venita Singh (2015).
3. Emotional Maturity Scale (EMS) constructed by Jeya S. K. & Denisia S. P. (2000).

2.3.1 DESCRIPTION OF OCCUPATIONAL BURN-OUT INVENTORY

The items for the Maslach Burnout Inventory (MBI) were designed to measure hypothesized aspects of the burnout syndrome. The interview and questionnaire data collected during our earlier, exploratory research were a valuable source of ideas about the attitudes and feelings and characterised a burned-out worker. In addition, numerous

established scales were reviewed for useful content material, although no items were borrowed outright. Items were written in the forms of statements about personal feeling or attitudes. The general form of 'recipients' were used in the items to refer to the particular people for whom the subject provided service, care or treatment.

RELIABILITY

Internal consistency was insisted by Cronbach's coefficients alpha, which yielded reliability coefficients of 0.83(frequency) and 0.84(intensity) for the 25-item scale. The reliability coefficients for the subscales were 0.89(frequency) and 0.86(intensity) for the Emotional Exhaustion 0.74 (frequency) and 0.74(intensity) for Depersonalization and 0.59(frequency) and 0.57(intensity) for Involvement.

Data on test-retest reliability of the MBI were obtained from the sample of graduate students in social welfare and administrators in a health agency (n=53). The two test sessions were separated by an interval of 2 weeks. The test-retest reliability coefficients for the subscales were 0.82 (frequency) and c for personal Accomplishment, 0.60 (frequency) and 0.69(intensity) for Depersonalization, and 0.64(frequency) and 0.65 (intensity) for Involvement. All of these coefficients are significant beyond the 0.001 level.

VALIDITY

Convergent Validity

Convergent validity was demonstrated in several ways. First, an individual's MBI scores were correlated with behaviour ratings made independently by a person who knew the individual well (i.e., one's spouse or co-worker). Second, MBI scores were correlated with the presence of certain job characteristics that were expected to contribute to experienced burnout. Third, MBI scores were correlated with measure of various outcomes that has been hypothesize to be related to burnout. All three sets of correlation provided substantial evidence for the validity of the MBI.

2.3.2 DESCRIPTION OF ORGANIZATIONAL CLIMATE SCALE

In view of limited availability of the climate measures in India, a dire need was left to develop a measure of organizational climate scale for secondary school teachers. Organizational climate has been operationally defined as measure of four dimensions i.e. leadership, organization, structure and design, interpersonal relations/co-workers relations and member quality. It refers to favourable and unfavourable climate of

organization which is individual's perceptions of work environment that distinguish one organization from another and influence the behaviour of its members. This concept of strategic context of collective climate may best represent organizational climate and has been used here which can measure favourable and unfavourable climate in the educational organizations.

As the likert technique is widely used in educational researches. Therefore, the likert technique was preferred in the present tool construction as there is scope for the expression of intensity of an opinion through the scaled response besides being easy to construct (Kumar, 1999).

DIMENSIONS OF ORGANIZATIONAL CLIMATE SCALE

The most common way of assessing organizational climate is through self-reports covering of several sub dimensions that make up the construct. However there is no unanimous agreement on the dimension comprising the organizational construct (Ashforth 1995, Bermeja, Hidayo, Parra, Mas & Gomis 2011, Campbell, Dunnette, Lawles & Weick 1970, Kopelman, and Brief & Guzzo 1990, Patterson et.al. Thumun & Thumun 2011). Koys and Decotiis (1991) identified four dimensions namely leadership, organization structure and design, interpersonal relation and member quality to measure organizational climate. Detail of dimensions is given below:-

DIMENSION 1: LEADERSHIP

It has been described as a process of social influence in which one person can enlist the aid and support of others on the accomplishment of a common task.

Two sub-dimensions in leadership are:

- (a) **Guidance and Supervision-** This dimension is related with how a head/leader helps a teacher to develop his personality fully to serve the society with best of his potentialities and capabilities.
- (b) **Warmth and Support System-** This dimension contains items which are related with support which is to be to individual, when individual is found on cross road and is faced by constant dilemma. He needs a support from his administration throughout the life.

DIMENSION 2: ORGANIZATIONAL STRUCTURE AND DESIGN

This area defines the organization's hierarchy of people and departments as well as how information flows within the organization. Its structure defines how and when information is distributed as well as who makes decisions based on the information

available. Organization structure is to decide whether it will be centralized and formal or decentralized and informal. Its structure can be department based or based on a particular project or process.

There are three sub-dimensions in which are:

(a) Performance Standard

Performance standard includes those items which are basis for performance evaluation and clearly state how teachers will recognize what expectations have been met, exceeded or not met.

(b) Working Environment

Working environment fosters an inclusive environment where teachers have opportunity to succeed and is deducted to providing the tools and framing for our teacher's professional development.

(c) Technology

The dimension of technology is aimed at allowing organization to manage their technological fundamentals to create competitive advantage. Technology can affect other long standard elements of an organization.

DIMENSION 3: INTERPERSONAL RELATIONS/CO-WORKERS RELATIONS.

This dimension has three sub-dimensions, which are:

- (a) **Team Spirit-** Team spirit is spirit of a group that makes the members want the group to succeed.
- (b) **Recognition and Competitiveness-** This dimension includes items that whether the members in the organization gain true respect from the administrator and whether they reinforce each other in different tasks.
- (c) **Communication Flow-** This dimension includes items which measures what kind of communication exists in the organization. Whether the information is accurate, complete and regular and whether the objectives are clear or not.

DIMENSION 4: MEMBER QUALITY

This dimension includes items related to teachers which demand broad knowledge of subject matter, curriculum and standards; enthusiasm, a caring attitude and a love of leadership, knowledge of discipline and classroom management techniques and desire to make a difference in the lives of young people. This dimension also includes relationship of teachers with other members.

PRELIMINARY DRAFT OF ORGANIZATION CLIMATE SCALE

After reviewing the literature, investigator formulated 84 items based on 4 dimensions of organizational climate scale for teachers, having eight sub-dimensions. To frame the items of organizational climate scale, previous studies even P.G. dissertation and Ph. D. thesis in the concerned areas of this study were consulted by the researcher. Out of 84 items, 43 items were positive and 41 items were negative in nature. The statements of items were then arranged in random order and were assigned the serial numbers 1 to 84.

PRE TRY-OUT OF ORGANIZATIONAL CLIMATE SCALE FOR TEACHERS

The first draft with 84 items organizational climate scale for teachers was administered on a sample of 50 secondary school teachers of Abohar (Punjab). On the basis of this try-out and suggestions of the experts, 8 items were modified with view point of sentence formation and skipping from the ambiguity in items. The final draft of organizational climate scale has 66 items spread over 4 dimensions having 8 sub-dimensions, as given in the following table:

TABLE 2.1: Final Draft of Scale with Distribution of the Items in Dimensions & Positive/Negative Type with Serial Numbers

Sr. No.	Dimensions & Sub-dimensions	Items	Serial Wise Items No.		Total	
I.	Leadership				09	17
(a)	Guidance & Supervision	Positive	26, 32, 36, 52, 63	5	08	
		Negative	3, 18, 19, 54	4		
(b)	Warmth and support system	Positive	14, 30, 38, 43, 66	5	08	
		Negative	6, 17, 50	3		
II.	Organizational Structure and Design					
(a)	Performance Standard	Positive	8, 20, 40	3	06	
		Negative	12, 49, 58	3		

(b)	Working Environment	Positive	31,48,56	3	05	16
		Negative	13, 37	2		
(c)	Technology	Positive	10, 57, 64	3	05	
		Negative	21, 59	2		
III.	Inter Personal Relations Co-working relations					
(a)	Team spirit	Positive	4, 24, 29	3	06	17
		Negative	11,16, 39	3		
(b)	Recognition and competitiveness	Positive	4, 47, 60	3	06	
		Negative	1, 22, 27	3		
(c)	Communication Flow	Positive	7, 42, 44, 53	4	05	
		Negative	5	1		
IV.	Member Quality	Positive	9,15, 25, 51, 61, 62	6	16	16
		Negative	23, 28, 33, 34, 35, 41, 45, 46, 55, 65	10		
Total (Positive 35 + Negative 31)=					66	

STANDARDIZATION OF THE SCALE

The final form of the scale having 66 items was administered to 375 (188 government & private school teachers) teaching secondary classes. The sample of teachers was randomly selected from urban and rural areas of five districts of Punjab state in India.

RELIABILITY

The reliability of scale was found by split-half method. Summed scores of odd and even numbered items were found and product moment correlation was computed between the two sets of summed scores. Reliability of the half length of the 66-item organizational climate scale was found to be .89.

The Split-half reliability co-efficient in this case is 0.89, which is significant at .01 level of significance.

VALIDITY OF SCALE

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 experts that items of the scale are directly related to the concept of organization climate. Content validity of the scale was established by method developed by Lawshe. Lawshe (1975) proposed that each of the subject matter expert raters (SMEs) on the judging panel respond to following questions for each item. Is the skill measured by this item?

1. Essential.
2. Useful but not essential,
3. Not necessary

$$CVR = \frac{n_e - N/2}{N/2}$$

CVR-Content validity ratio

N_e -number of SME panellist indicating essential.

N-total number of SME panellist

Positive value of items indicate content validity of test. Table No. 3 below shows all the items have high content validity.

SCORING SYSTEM

Since the scale is a Likert type 5-point scale, and has both positive negative type items, therefore the scoring developed, is being given in Table 2.2

TABLE 2.2

SCORING SYSTEM

Sr. No.	Types of item	Strongly Agree	Agree	Indifferent	Disagree	Strongly disagree
I.	Positive	5	4	3	2	1
II.	Negative	1	2	3	4	5

There are major dimensions, which are marked as I, II, III & IV and.

The minimum and maximum range of score is 66-330.

STATISTICAL RESULTS

The Statistical results have been given in Table 5.

TABLE 2.3
Statistical Results

Sr. No.	Dimensions	N	Mean	S.D.
I.	Leadership	375	58.20	9.70
II.	Organizational Structure & Design	375	57.24	7.50
III.	Interpersonal Relations	375	58.30	9.70
IV.	Member Quality	375	55.18	7.55
	Full scale	375	228.92	34.45

TABLE 2.4
Norms for Interpretation of the Levels of Organization Climate
and For Each Dimension

Sr. No.	Range of z-Scores	Grade	Level of Organization Climate
1.	+2.01 and above	A	Extremely High
2.	+1.26 to +2.00	B	High
3.	+0.51 to + 1.25	C	Above Average
4.	-0.50 to + 0.50	D	Average/Moderate
5.	-0.51 to -1.25	E	Below Average
6.	-1.26 to -2.00	F	Low
7.	-2.01 and below	G	Extremely Low

2.3.3 DESCRIPTION OF EMOTIONAL MATURITY SCALE

Jeya S. K. & Denisia S. P. Emotional Maturity Scale before refinement (the draft tool) consisted 63 items with the following sub divisions or dimensions:

- Personal Maturity
- Social Maturity

- Responsibility
- Mental Health
- Decision making

This draft tool had 63 statements set against five point Scale. That is Strongly Agree, Agree, and Undecided, Disagree and Strongly Disagree. The score of 5 is given to the response ‘Strongly Agree’, 4 for ‘Agree’ likewise 3, 2 and 1 was given to undecided, disagree and strongly disagree. The maximum score for this Jeya S. K. & Denisia S. P. Emotional Maturity Scale is 175.

RELIABILITY OF THE TOOL

Test Re-test Reliability

The scale was administered to a group of 100 students including male and female PSS Teachers. After one month the same scale was administered to the same set of students. The test–retest reliability was found to be 0.922 by using split-half method.

FINAL JEYA S. K. & DENISIA S. P. EMS

The final tool consisted of 35 items on different dimensions of the Emotional Maturity such as Personal Maturity, Social Maturity, Responsibility, Mental health and Decision Making. Each items of the JDEMS five alternatives namely. Strongly agree, Agree, Undecided, Disagree and strongly disagree. There are no negative statements.

TABLE 2.5: Scoring Procedure

of Jeya S. K. & Denisia S. P. Emotional Maturity Scale

S. No	Dimensions	No. of Statements	Responses	Scores
1.	Personal Maturity	1-8	Strongly Agree	5
2.	Social Maturity	9-18	Agree	4
3.	Responsibility	19-24	Undecided	3
4.	Mental Health	25-30	Disagree	2
5.	Decision Making	31-35	Strongly Disagree	1

STATISTICAL TECHNIQUES

Following statistical techniques were used by the investigator for analysis and interpretation of data:

- Mean
- Standard Deviation
- Percentage
- t-test
- Coefficient of correlation

CHAPTER-III

ANALYSIS AND INTERPRETATION OF DATA

After data collection, next task is compiling and careful tabulation of data, so that meaningful inferences could be drawn. The collected data is analyzed with the help of various statistical techniques. This process leads researcher to draw valuable inferences on the research problem. The analysis of data is done in the light of objectives. So this chapter deals with the analysis of data and its interpretation in accordance to the hypotheses. The analysis of data and their interpretation are considered to be the most important part of research work because it verifies the hypotheses and eventually leads to final conclusions of study. Data analysis and its interpretations are presented as follows:

3.1 Results Pertaining to Levels of Occupational Burnout among Secondary School Teachers

3.2 Results Pertaining to Levels of Organisational Climate among Secondary School Teachers

3.3 Results Pertaining to Levels of Emotional Maturity among Secondary School Teachers

3.4 Results Pertaining to Difference between Male and Female Secondary School Teachers in their Occupational Burnout

3.5 Results Pertaining to Difference between Rural and Urban Secondary School Teachers in their Occupational Burnout

3.6 Results Pertaining to Difference between Male and Female Secondary School Teachers in their Organizational Climate

3.7 Results Pertaining to Difference between Rural and Urban Secondary School Teachers in their Organizational Climate

3.8 Results Pertaining to Difference between Male and Female Secondary School Teachers in their Emotional Maturity

3.9 Results Pertaining to Difference between Rural and Urban Secondary School Teachers in their Emotional Maturity

3.10 Results Pertaining to Relationship between Occupational Burnout and Organizational Climate of Secondary School Teachers

3.11 Results Pertaining to Relationship between Occupational Burnout and Emotional Maturity of Secondary School Teachers

3.12 Results Pertaining to Relationship between Organizational Climate and Emotional Maturity of Secondary School Teachers

3.1 Results Pertaining to Levels of Occupational Burnout among Secondary School Teachers:

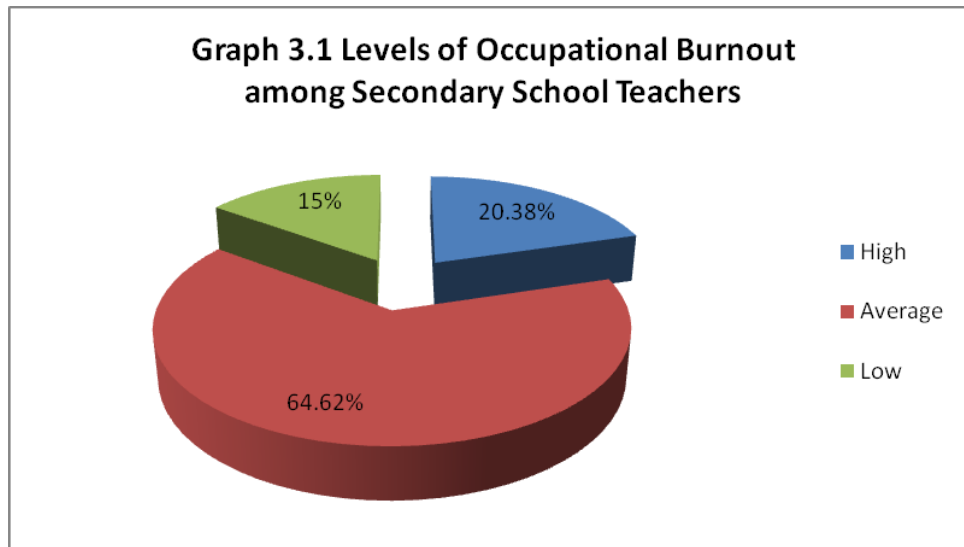
One of the objectives of the present study was to study the levels of occupational burnout among secondary school teachers.

This section deals with the levels of occupational burnout among secondary school teachers. In order to explore the occupational burnout among secondary school teachers, the data were subjected to statistical analysis and results so obtained were organized in the table 3.1. Table 3.1 shows percentage wise levels of occupational burnout among secondary school teachers.

TABLE 3.1: Percentage Wise Levels of Occupational Burnout among Secondary School Teachers

Levels	No. of Teachers	Percentage
High	53	20.38%
Average	168	64.62%
Low	39	15%
Total	260	100%

Table 3.1 shows the percentage wise level of occupational burnout among secondary school teachers. It depicts that 20.38% of secondary school teachers have high level of occupational burnout, 64.62% have average and 15% secondary school teachers have low occupational burnout. Graph 3.1 shows percentage wise level of occupational burnout among secondary school teachers.



3.2 Results Pertaining to Levels of Organisational Climate among Secondary School Teachers

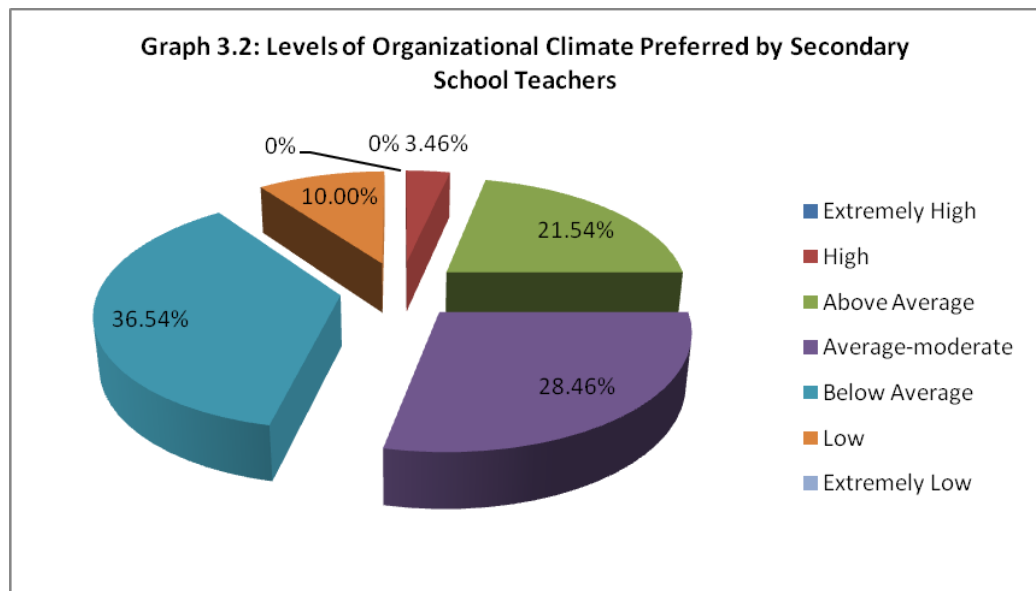
Another objective was to study the levels of organisational climate among secondary school teachers.

This section deals with the levels of organisational climate among secondary school teachers. In order to explore the levels of organisational climate among secondary school teachers, the data was subjected to statistical analysis and results so obtained were organized in the table 3.2. Table 3.2 shows percentage wise level of levels of organisational climate among secondary school teachers.

TABLE 3.2: Percentage Wise Levels of Organisational Climate among Secondary School Teachers

Grade	Levels	No. of Teachers	Percentage
A	Extremely High	0	0.00%
B	High	9	3.46%
C	Above Average	56	21.54%
D	Average-moderate	74	28.46%
E	Below Average	95	36.54%
F	Low	26	10.00%
G	Extremely Low	0	0.00%
TOTAL		260	100.00%

Table 3.2 shows the percentage of secondary school teachers in their organizational climate. It depicts that 3.46% of secondary school teachers prefer high level of organizational climate, 21.54% prefer above average, 28.46% prefer average or moderate level of organizational climate. Whereas, 36.54% secondary school teachers prefer below average level of organizational climate, 10% secondary school teachers prefer low level of organizational climate. It is noticeable that extremely high and extremely low levels of organizational climate is preferred by none of the secondary school teachers. Graph 3.3 shows levels of organizational climate preferred by secondary school teachers.



3.3 Results Pertaining to Levels of Emotional Maturity among Secondary School Teachers

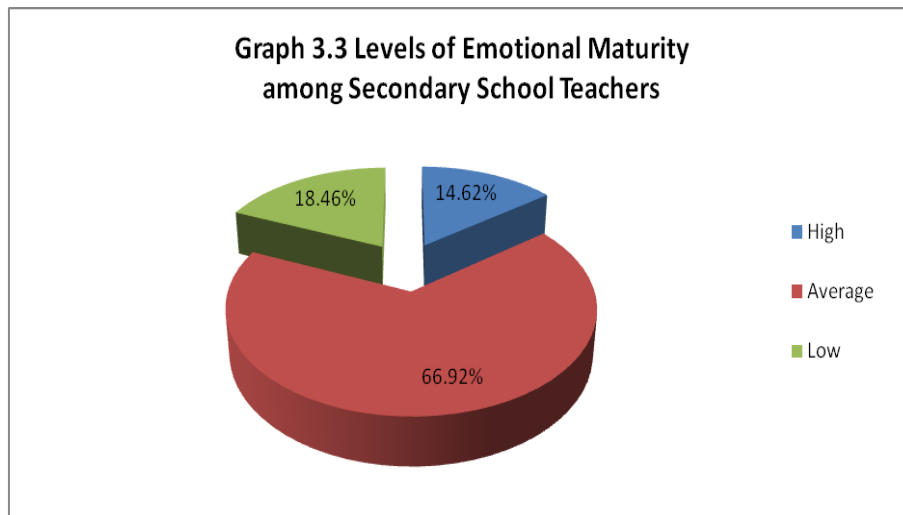
Another objective of the study was to explore levels of emotional maturity among secondary school teachers.

This section deals with the levels of emotional maturity among secondary school teachers. In order to explore the levels of emotional maturity among secondary school teachers, the data were subjected to statistical analysis and results so obtained were organized in the table 3.3. Table 3.3 shows percentage wise levels of emotional maturity among secondary school teachers.

**TABLE 3.3: Percentage Wise Levels of Emotional Maturity
among Secondary School Teachers**

Levels	No. of Teachers	Percentage
High	38	14.62%
Average	174	66.92%
Low	48	18.46%
Total	260	100%

Table 3.3 shows the percentage of levels of emotional maturity among secondary school teachers. It is clear from table 3.3 that 14.62% of secondary school teachers have high level of emotional maturity, 66.92% have average level whereas 18.46% secondary school teachers have low level of emotional maturity. Graph 3.3 shows percentage wise level of emotional maturity among secondary school teachers.



3.4 Results Pertaining to Difference between Male and Female Secondary School Teachers in their Occupational Burnout

TABLE 3.4: Mean Scores, SDs, N, df and t-value Pertaining to Difference between Male and Female Secondary School Teachers in their Occupational Burnout

Gender	No. of Teacher	Mean	SD	df	t-value
Male	115	56.62	20.90	258	0.48 NS
Female	145	57.94	23.50		

NS Not Significant at 0.05 level

It is clear from table 3.4 that mean score of secondary school male teachers is 56.62 and mean score of secondary school female teachers is 57.94; whereas standard deviation of secondary school male teachers is 20.90 and standard deviation of secondary school female teachers is 23.50. Also, t-value is 0.48, which is not significant at 0.05 level at 258 degree of freedom. It indicates that there exists no significant difference between male and female secondary school teachers in their occupational burnout.

3.5 Results Pertaining to Difference between Rural and Urban Secondary School Teachers in their Occupational Burnout

TABLE 3.5: Mean Scores, SDs, N, df and t-value Pertaining to Difference between Rural and Urban Secondary School Teachers in their Occupational Burnout

Gender	No. of Teacher	Mean	SD	df	t-value
Rural	130	57.85	24.30	258	0.36 NS
Urban	130	56.85	20.30		

NS Not Significant at 0.05 level

It is clear from table 3.5 that mean score of secondary school rural teachers is 57.85 and mean score of secondary school urban teachers is 56.85; whereas standard deviation of secondary school rural teachers is 24.30 and standard deviation of secondary

school urban teachers is 20.30. Also, t-value is 0.36, which is not significant at 0.05 level at 258 degree of freedom. It indicates that there exists no significant difference between rural and urban secondary school teachers in their occupational burnout.

3.6 Results Pertaining to Difference between Male and Female Secondary School Teachers in their Organizational Climate

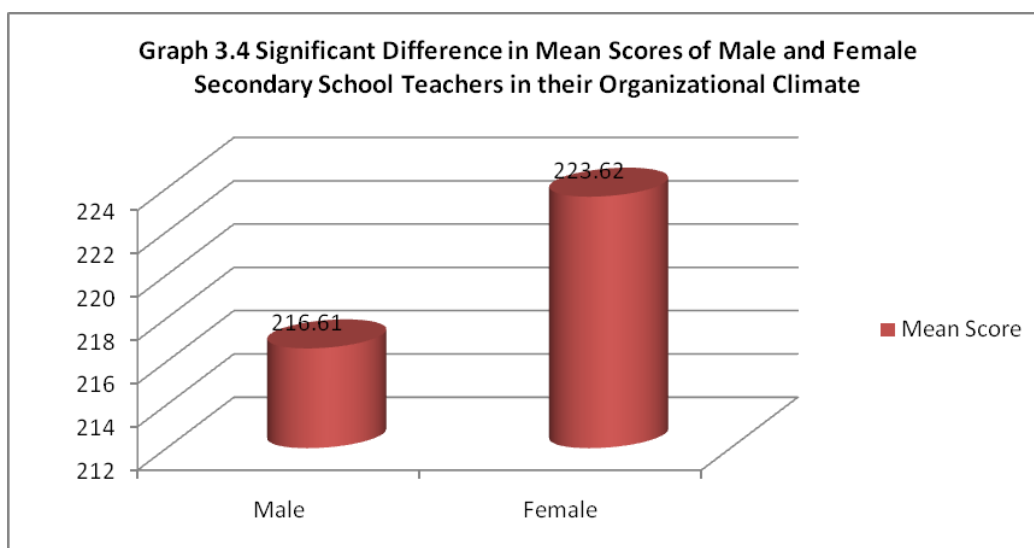
TABLE 3.6: Mean Scores, SDs, N, df and t-value Pertaining to Difference between Male and Female Secondary School Teachers in their Organizational Climate

Gender	No. of Teacher	Mean	SD	df	t-value
Male	115	216.61	25.50	258	2.068 *
Female	145	223.62	29.09		

NS Not Significant at 0.05 level

*Significant at 0.05 level

It is clear from table 3.4 that mean score of secondary school male teachers is 216.61 and mean score of secondary school female teachers is 223.62; whereas standard deviation of secondary school male teachers is 25.50 and standard deviation of secondary school female teachers is 29.09. Also, t-value is 2.068, which is significant at 0.05 level at 258 degree of freedom. It indicates that there exists significant difference between male and female secondary school teachers in their organizational climate. Since mean score of female secondary school teachers (223.62) is greater than mean score of male secondary school teachers (216.61), hence it may be analyzed that female secondary school teachers give more preference to organizational climate as compared to their counterparts male secondary school teachers. Therefore, hypothesis that there exists significant difference between male and female secondary school teachers in their organizational climate, was accepted. Graph 3.4 shows significant difference in mean scores of male and female secondary school teachers in their organizational climate.



3.7 Results Pertaining to Difference between Rural and Urban Secondary School Teachers in their Organizational Climate

TABLE 3.7: Mean Scores, SDs, N, df and t-value Pertaining to Difference between Rural and Urban Secondary School Teachers in their Organizational Climate

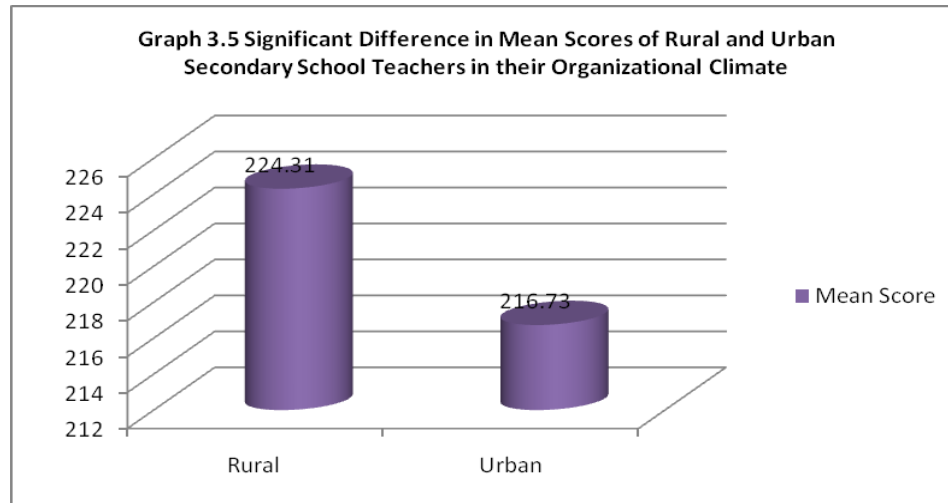
Gender	No. of Teacher	Mean	SD	df	t-value
Rural	130	224.31	26.12	258	2.22 *
Urban	130	216.73	28.85		

NS Not Significant at 0.05 level

*Significant at 0.05 level

It is clear from table 3.7 that mean score of secondary school rural teachers in organizational climate is 224.31 and mean score of secondary school urban teachers is 216.73; whereas standard deviation of secondary school rural teachers is 26.12 and standard deviation of secondary school urban teachers is 28.85. Also, t-value is 2.22, which is significant at 0.05 level. It indicates that there exists significant difference between rural and urban secondary school teachers in their organizational climate. Since mean score of rural secondary school teachers (224.31) is greater than mean score of urban secondary school teachers (216.73), hence it may be analyzed that rural secondary school teachers give more preference to organizational climate as compared to their counterparts urban secondary school teachers. Therefore, hypothesis that there exists

significant difference between rural and urban secondary school teachers in their organizational climate, was accepted. Graph 3.5 shows significant difference in mean scores of rural and urban secondary school teachers in their organizational climate.



3.8 Results Pertaining to Difference between Male and Female Secondary School Teachers in their Emotional Maturity

TABLE 3.8: Mean Scores, SDs, N, df and t-value Pertaining to Difference between Male and Female Secondary School Teachers in their Emotional Maturity

Gender	No. of Teacher	Mean	SD	df	t-value
Male	115	130.97	19.70	258	1.46 NS
Female	145	134.42	17.70		

NS Not Significant at 0.05 level

It is clear from table 3.8 that mean score of secondary school male teachers is 130.97 and mean score of secondary school female teachers is 134.42; whereas standard deviation of secondary school male teachers is 19.70 and standard deviation of secondary school female teachers is 17.70. Also, t-value is 1.46, which is not significant at 0.05 level, at 258 degree of freedom. It may be analyzed that there exists no significant difference between male and female secondary school teachers in their emotional maturity. Thus, hypothesis that there exists significant difference between male and female secondary school teachers in their emotional maturity, was rejected.

3.9 Results Pertaining to Difference between Rural and Urban Secondary School Teachers in their Emotional Maturity

TABLE 3.9: Mean Scores, SDs, N, df and t-value Pertaining to Difference between Rural and Urban Secondary School Teachers in their Emotional Maturity

Gender	No. of Teacher	Mean	SD	df	t-value
Rural	130	131.61	18.26	258	1.11 NS
Urban	130	134.18	19.02		

NS Not Significant at 0.05 level

It is clear from table 3.9 that mean score of secondary school rural teachers is 131.61 and mean score of secondary school urban teachers is 134.18; whereas standard deviation of secondary school rural teachers is 18.26 and standard deviation of secondary school urban teachers is 19.02. Also, t-value is 1.11, which is not significant at 0.05 level at 258 degree of freedom. It indicates that there exists no significant difference between rural and urban secondary school teachers in their emotional maturity.

3.10 Results Pertaining to Relationship between Occupational Burnout and Organizational Climate of Secondary School Teachers

One of the objectives of the present study was to find out the relationship between occupational burnout and organizational climate of secondary school teachers. For this N, df and co-efficient of correlation was calculated. Results are shown in table 3.10.

TABLE 3.10: Co-efficient of Correlation between Occupational Burnout and Organizational Climate of Secondary School Teachers

Variables	N	df	Co-efficient of Correlation
Occupational Burnout	260	258	-0.043 NS
Organizational Climate			

NS Not Significant

It is clear from table 3.10 that coefficient of correlation between occupational burnout and organizational climate of secondary school teachers is -0.043, which is not significant at 0.05 level. Therefore, it may be analyzed that there exists no significant relationship between occupational burnout and organizational climate of secondary school teachers. Thus, the hypothesis that there exists significant relationship between occupational burnout and organizational climate of secondary school teachers, was rejected.

3.11 Results Pertaining to Relationship between Occupational Burnout and Emotional Maturity of Secondary School Teachers

One of the objectives of the present study was to find out the relationship between occupational burnout and emotional maturity of secondary school teachers. For this N, df and co-efficient of correlation was calculated. Results are shown in table 3.11.

TABLE 3.11: Co-efficient of Correlation between Occupational Burnout and Emotional Maturity of Secondary School Teachers

Variables	N	df	Co-efficient of Correlation
Occupational Burnout	260	258	-0.093 NS
Emotional Maturity			

NS Not Significant

It is clear from table 3.11 that coefficient of correlation between occupational burnout and emotional maturity of secondary school teachers is -0.093, which is not significant at 0.05 level. Therefore, it may be analyzed that there exists no significant relationship between occupational burnout and emotional maturity of secondary school teachers. Thus, the hypothesis that there exists significant relationship between occupational burnout and emotional maturity of secondary school teachers, was rejected.

3.12 Results Pertaining to Relationship between Organizational Climate and Emotional Maturity of Secondary School Teachers

One of the objectives of the present study was to find out the relationship between organizational climate and emotional maturity of secondary school teachers. For this N, df and co-efficient of correlation was calculated. Results are shown in table 3.12.

TABLE 3.12: Co-efficient of Correlation between Organizational Climate and Emotional Maturity of Secondary School Teachers

Variables	N	df	Co-efficient of Correlation
Organizational Climate	260	258	-0.030 NS
Emotional Maturity			

NS Not Significant

It is clear from table 3.12 that coefficient of correlation between organizational climate and emotional maturity of secondary school teachers is -0.030, which is not significant at 0.05 level. Therefore, it may be analyzed that there exists no significant relationship between organizational climate and emotional maturity of secondary school teachers. Thus, the hypothesis that there exists significant relationship between organizational climate and emotional maturity of secondary school teachers, was rejected.

CHAPTER-IV

CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

4.1 CONCLUSIONS

Conclusions are the essential aspects of an investigation. Conclusions provide a finishing touch and review to the whole critical work. Conclusions hold significant importance. Following conclusions were drawn on the basis of analysis and interpretation:

1. 20.38% of secondary school teachers have high level of occupational burnout, 64.62% have average and 15% secondary school teachers have low occupational burnout.
2. 3.46% of secondary school teachers prefer high level of organizational climate, 21.54% prefer above average, 28.46% prefer average or moderate level of organizational climate. Whereas, 36.54% secondary school teachers prefer below average level of organizational climate, 10% secondary school teachers prefer low level of organizational climate. It is noticeable that extremely high and extremely low levels of organizational climate is preferred by none of the secondary school teachers.
3. 14.62% of secondary school teachers have high level of emotional maturity, 66.92% have average level whereas 18.46% secondary school teachers have low level of emotional maturity.
4. There exists no significant difference between male and female secondary school teachers in their occupational burnout.
5. There exists no significant difference between rural and urban secondary school teachers in their occupational burnout.
6. Female secondary school teachers give more preference to organizational climate as compared to their counterparts male secondary school teachers.
7. Rural secondary school teachers give more preference to organizational climate as compared to their counterparts urban secondary school teachers.

8. There exists no significant difference between male and female secondary school teachers in their emotional maturity.
9. There exists no significant difference between rural and urban secondary school teachers in their emotional maturity.
10. There exists no significant relationship between occupational burnout and organizational climate of secondary school teachers.
11. There exists no significant relationship between occupational burnout and emotional maturity of secondary school teachers.
12. There exists no significant relationship between organizational climate and emotional maturity of secondary school teachers.

4.2 RECOMMENDATIONS

Based on conclusions of the present study, following recommendations are suggested:

1. Since there is no significant difference in occupational burnout among secondary school teachers with respect to their gender and locality, hence employers and heads should treat their teachers irrespective of gender or locality. In other words heads and employers should not discriminate secondary school teachers on the basis of gender and locality.
2. Since it was found that female secondary school teachers give more preference to organizational climate as compared to their counterparts male secondary school teachers. Hence, employers and heads should provide more congenial organizational climate to female secondary school teachers.
3. Since rural secondary school teachers give more preference to organizational climate as compared to their counterparts urban secondary school teachers. Hence, employers and heads should provide more congenial organizational climate to rural secondary school teachers.
4. Since there is no significant difference in emotional maturity among secondary school teachers with respect to their gender and locality, hence employers and heads should treat their teachers irrespective of gender or locality. In other words,

heads and employers should not discriminate secondary school teachers on the basis of gender and locality. They should take care of emotions of secondary school teachers equally i.e. irrespective of gender and locality.

5. Further, there exists no significant relationship between occupational burnout and organizational climate, between occupational burnout and emotional maturity, between organizational climate and emotional maturity of secondary school teachers. It means that there is no inter-relationship among occupational burnout, organizational climate and emotional maturity of secondary school teachers. Therefore, secondary school teachers should be treated accordingly.

4.3 SUGGESTIONS

Following suggestions are given for further research:

1. Occupational burnout, organizational climate and emotional maturity of secondary school heads can be investigated.
2. A study may be replicated on a larger sample in Punjab.
3. Occupational burnout and organizational climate of secondary school teachers may be investigated in relation to their organizational commitment.
4. Organizational climate and emotional maturity of secondary school teachers may be investigated in relation to their psychological capital.

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