CHAPTER – I
INTRODUCTION

• TECHNICAL EDUCATION SYSTEM IN INDIA

Technical Education is one of the most significant components of human resource development spectrum with great potential for adding value to products and services, for contributing to the national economy, and for improving the quality of life of the people. In recognition of the importance of the sector, the successive Five Year Plans laid great emphasis on the development of technical education.

During the past four decades there has been a phenomenal expansion of technical education facilities in the country. The beginning of formal Technical Education in India can be dated back to the mid 19th century. At the time of independence in 1947, we had only 38 technical institutions at the first degree level and 53 institutions at the diploma level with annual intake capacities of 2,940 and 3,670 respectively. Only about half a dozen institutions offered some limited facilities for post-graduate activities in the field of engineering and technology. According to Mantha (2011) chairman, AICTE) writes a foreword in approval process handbook 2011 that technical Education at all levels in the country is witnessing a consistent growth pattern by the setting up of new institutions and the improvement of the existing ones in tune with the quality assurance norms set by the National Boards of accreditation(NBA). The council believes in providing a proper impetus to institutions in generating competent engineers and scientists and encourages them to think beyond the curriculum while imparting training for the Advancement of knowledge. The emphasis on e-governance to ensure transparency, accountability, implementing a tech-savvy approach to enable faster processing and clearly defining the infrastructural norms in institutions are just a few pointers towards AICTE. Efforts are at fostering a technical education system which is on par with the best institutions of the world. AICTE in 2009 reported 838 recognised technical institutions at the first degree level and more than 1224 polytechnics at the diploma level with annual admission capacities of 2,32,229 and 1,88,300 respectively (Source: All India Council for Technical Education). About 140 institutions offer facilities for post graduate studies and research in engineering and technology with an annual intake capacity of more than 9,400 students. The All India Council for Technical
Education (AICTE) which was set up in 1945 as a National expert body to advise the Centre and State Governments on the development of Technical Education, played a vital role in the planning and establishment of the large network of Technical Institutions. The AICTE has now been vested with the statutory authority to ensure proper planning and co-ordinated development of technical education. The growth of different programmes in technical institutions can be seen in table 1 and 2 along with their corresponding figures 1 & 2. Today there are as many as 1654 polytechnics all over India (Source: Target Study/Polytechnic/)

Table 1
Table Showing the Growth of Different Programmes in Technical Institutions

<table>
<thead>
<tr>
<th>Year</th>
<th>Engg</th>
<th>Mgmt</th>
<th>MCA</th>
<th>Pharm</th>
<th>Archit</th>
<th>HMCT</th>
<th>Total</th>
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Figure 1
Figure Showing the Growth of Different Programmes in Technical Institutions

Technical Education is specially equipped to teach more technical subjects such as carpentry, metal work, mechanical engineering, civil engineering, electrical engineering and electronics
engineering. Technical colleges and schools offer advanced vocational and technical training and prepare students for careers in fields such as agriculture, architecture, business, engineering etc.

Table 1
Table Showing the Growth of Seats in Different Programmes in Technical Institutions

<table>
<thead>
<tr>
<th>Year</th>
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<th>MGMT</th>
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<th>Pharma</th>
<th>Arch</th>
<th>HMCT</th>
<th>Total</th>
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Figure 2
Figure Showing the Growth of Seats in Different Programmes in Technical Institutions

Today new fields of engineering are continually emerging as a result of technological and scientific breakthroughs. Other specialized fields focus on even more specific areas of engineering. The need and the changes occurring due to developments in computer based technology in our educational system describes the salient features and achievements, the challenges and opportunities that arise with the technical education in India.
While vocational training/craftsmen courses to train skilled workers are offered by Industrial Training Institutes (ITIs) under the overall guidance and supervision of the National Council for Training in Vocational Trade (NCTVT), diploma courses to train technicians are offered in the polytechnics which are guided and supervised by the Board of Technical Education in the various States. Degrees and Post-Graduate courses to train engineers/technologists are offered in the engineering colleges affiliated to various universities and such other institutions.

Polytechnics are technical institutions offering courses and programmes in the field of engineering and technology at diploma and post diploma levels for producing technicians/engineers. These institutions have to play a key role in industrial restructuring on the technological dimensions by training and re-training and continuous development of quality technician/engineers required by the industry. It must build excellence by improving its quality, effectiveness, equity, efficiency and culture (Malhotra, 1993). This would call for greater responsibility on the part of the teachers who work in these Institutions.

Our world today is full of competition. The society we live in is particularly competitive in character, achievement–oriented and materialistic. In such a cultural milieu, the need for competence is very strong. Mental health, self-concept and burnout are strongly associated with organizational climate. For all the individuals, satisfaction seems to be the primary need. As there exists the survival of the fittest phenomenon, a typical worker or a staff member of any human resource enterprise strives to achieve a sense of efficiency in the place of his work. This is true with the teachers of polytechnics too as they are the pivots of the technician education system. Teaching in the polytechnics is a human resource development work. Therefore, the teacher’s work involves a direct responsibility for the welfare of many others particularly the students. State Governments have a responsibility to provide optimum service conditions to the polytechnic teachers to ensure competent performance on their part.

Teacher was given scant attention for his professional competence and its qualitative improvement prior to independence. Since India became independent, a strong need was felt by the government to improve the lot of teachers right from primary to tertiary and higher education levels. Government of India set up a number of commissions and committees, which gave strong emphasis through their directives for the qualitative improvement of teachers working in both general and technical education.
The committees set up by the Government of India and many educationists on the basis of their research have concluded that a teacher is the central figure in any teaching learning situation and greatly facilitates the creation and establishment of the learning environment for effective learning and achievement of objectives by the students. The above is true for any level and type of education—be it primary education, secondary education or professional education.

The Punjab State Board of Technical Education and Industrial Training is an autonomous board created under the Punjab State Board of Technical Education and Industrial Training Act, 1992. The Board conducts Joint Entrance Test (JET) for admission to various diploma courses being run in the institutions affiliated to the board. As on today, i.e., 2011-12, the Board has a total number of 129 institutions out of which 21 are Punjab Government Institutions, 06 are Government aided, 03 are under UT administration and 99 are private institutions. These institutions run three year and four year diploma courses.

The administrative organizational climate of these institutions is quite different from the normal degree colleges as these are vocational and professionally oriented institutions. The head, and the staff have different professional code of Ethics, hence the organizational climate too is oriented professionally.

In the context of this study, which limits itself to the burnout of teachers in polytechnics, it can be said that due to globalization of economy and fast restructuring taking place in the industrial sector of the country, competency based education and training of technician engineers is very vital for improving the productivity and providing a competitive edge to the industrial sector. As such, it is important that polytechnic teachers are not only fully qualified and trained but also enjoy a healthy and growth oriented culture in the polytechnics. They need to have full job satisfaction free from stress and burnout syndrome to make teaching learning highly effective in polytechnics.

1.2 ORGANIZATIONAL CLIMATE

An Organization has its own climate or internal environment or personality. Organizational climate is a general concept and difficult to define precisely. It can be compared to our description of weather and the way in which the climate of a geographical region results from the combination of environmental forces. Some of these forces are better understood than others. Applied to organization, climate can be said to relate to the prevailing atmosphere surrounding
the organization to the level of morale, and to the strength of feelings of belonging, care and goodwill among members. In short, organizational climate is a relatively enduring quality of the internal environment of an organization that (a) is experienced by its members (b) influences their behaviour and (c) can be described in terms of the values of a particular set of characteristics of attributes of the organization (Mullins, 1985). Climate also relates to the recognition of the organization as a social system and the extent to which membership is a psychologically rewarding experience. It can be seen as the state of mutual trust and understanding among members of the organization. Organizational climate, thus, is characterized by the nature of the people-organization relationship and the superior subordinate relationship. These relationships are determined by interactions among goals and objectives, formal structure, styles of leadership, the process of management and the behaviour of people.

Organizational climate reflects the history of positive and negative attitude, the types of people an organization attracts its work process, the modes of communication and the exercise of authority within the system. Just as a society has a cultural heritage likewise, the social organization possesses a distinctive pattern of collective feelings. In the organizational climate the focus is generally on the interpersonal relationship between members and the organization. The various elements which affect the organizational process and give rise to positive and negative organizational climate are shown below in Fig. 1.3
According to one organizational climate theory the individual in the organization is faced with several types of questions as he or she perceives the setting in which one is working. What is the optimum environment for me as an individual? How does my personality relate to the personality of the setting I am in? Conflicts between individual and organization are inevitable.

According to The Encyclopaedia of Education (2002), the study of organizational climate has established that educational institutions to increase employees motivation, productivity and performances. They have several alternatives open to them, if they want to influence behaviour. It was found that they have a greater preference for conformity, warmth and support standards, organizational clarity, responsibility, leadership rewards as perceived by employees.

New Webster’s Dictionary of the English Language (1981) described climate as the tendency suggestive of the mood and temper of a social or political group, while the Oxford English Dictionary (1989) stated that it is the mental, moral, environment or attitude of a body of people in respect to some aspect of life, policy etc.

The Good’s Dictionary of Education (1973) defined organizational climate as the pattern of social interaction that characterizes on organization. Where as Halpin (1963) has defined organizational climate “As any teacher or school executive moves from one school to another, he is inexorably struck by the difference he encounters in organizational climate. It is the personality that is described as the organizational climate of a school.

According to Argyres (1964), the living system of organization is the domain of the organizational climate.

Whereas Barnard (1938) is of the view that organization is a dynamic social system of cooperative interactions with the purpose of satisfying individual needs.

According to Litwin and Strivger (1968) Organizational Climate is “The Perceived, Subjective effects or the formal system, the informal “style” of managers, and other important environmental factors on the attitude, beliefs, values, and motivation or people who work in particular organization”.
Parsons and Shills (1951) stated that behaviour is a function of individual’s situational, physical, social and psychological variables, on the basis of this observation and the foregoing analysis it would be expected that the managerial effectiveness will differ on the variables chosen for study, viz personality, occupational, goal values, leadership style and organizational climate.

While Owens and Steinhoff (1970) maintained that, organizational climate can be interpreted as an inter-relationship between the needs of individual members and the need of the organization.

The emphasis on the informal organization has directed the attention of many scholars towards the feelings or sentiments of members of an organization. Studies of morale have been numerous. Researchers have investigated the feelings of the group members towards each other and towards the organization. These studies evolve the concept of organizational climate as attitudinal and define organizational climate as the qualitative aspect of the interpersonal relationships within the organization. It depends upon the perception by an individual of his own work and his status, of other members and of the organization. These perceptions are determined largely by individuals participation in the organization, the cumulative behaviour that defines the working relationships of the individuals.

Cornell (1955) defined organizational climate as a delicate blending of interpretations by persons in the organizations of their jobs and roles in relationship to other and their interpretations of the roles of the others in the organization. Cornell concluded that no two schools have the same climate and that organizational climate has important effects on the performance of the school.

Lonsdale (1964) defined organizational climate as a global index of the task achievement and the need satisfaction integration. In general usage the term has a psycho-social flavour which reflects more concern with the task achievement dimension.

The organizational climate therefore means interpersonal relationship with the group (staff personnel) and between the group and its leader (The head of the institution) the constituents (Principal and personnel) of the institution are comparable to the working parts of the machine which in turn corresponds to its organization.

Azari (2003) purported that climate is attitudinal, and it is defined as the qualitative aspect of the interpersonal relationships within an organization, it depends upon the perception by an individual of his own work and his status, of other members, and of the organization. These
perceptions are determined largely by individual’s participation in the organization. The cumulative behaviour that defines the working relationships of individuals.

Chattopadhyaya and Agrawal (1977) have tried to understand the concept of organizational climate by examining various models of organizational climate. They have given an elaborate model which takes into consideration, the societal system as reflected in the economic relations, class relations, culture, political system, technological level and so on. They have visualized an organization as an outcome of the societal system. An organization has a structure; it reflects class relations; it has roles; ownership is defined in definite terms. It also has specific goals and there are varying sizes of organizations. The various elements of an organization contribute to the psychological environment in an organization. Organizational Climate is determined also by member characteristics i.e., their age, sex, and length of association with the organization. It has also reflected in the class structure in terms of the stratification of various roles and status.

Dewey (1938) stated that learning is dependent on experience and the nature and quality of educational experience are largely determined by the characteristics of the learner’s environment. Bloom (1968) viewed environment as source of a network of forces and factors which surround, engulf, and play on the individual. Although some individuals may resist this network, it will only be the extremes and rare individuals who can completely avoid or escape from these forces. The environment is a shaping and reinforcing force which acts on the individual.

Apart from these, there are several other organizational variables which also influence organizational climate, namely communication, performance standards, support system, conflict resolution, participation in decision making, organizational structure and the level of motivation. Organizational Climate, thus, is an outcome of an inter-play between a number of variables of the societal system, the organization and the individual members.

Organizational Climate may be defined in terms of interaction that takes place between organizational members (i.e. superiors and subordinates) as they fulfil prescribed roles while satisfying their individual needs. In doing so the Mental Health, the Self-Concept and the Teacher Burnout comes as correlates of the Organizational Climate in the polytechnics of Punjab.

A great difference exists in Educational Organizations, not only in their building and composition of faculty members and students but also in their own individuality and inquiries
may be called the environment of the organization, tone of the organization, the climate of organization or personality of the organization.

### 1.2.1 Types of Organizational Climate

According to Sharma (1979) was able to identified six types of organizational climate. They have given different names to these different organizational climates.

i) **Open Climate:** This depicts a situation which has relatively more opened. Employees Organizational Climate is healthy as it is not hindered in their work either by the management or the school principal. They perceive their principal/leader as highly considerate and democratic in behavior and hence the group members as well as the principal feel all “of a piece” So the group enjoy a high degree of integration and authenticity of behavior. They work together without complaints or infighting. They are intimate and friendly with one another. Teachers are not overloaded and are motivated enough to overcome difficulties and frustration. They have job satisfaction. They are proud to be related to the school/institution.

ii) **Autonomous Climate:** This has less openness than open climate. The employer gives almost complete freedom to employees to provide their own structure-for-interaction so that they can find ways within the group of satisfying their social needs. Employees achieve their goals easily and quickly and work together well and accomplish tasks of the organization. Morale of the employees is high but not as high as in open climate. The employer runs the organization in a business-like manner and remains aloof from employees. He has set procedures and regulations which provide guidelines which employees can follow. He is considerate and works hard himself to set examples. He is genuine and flexible.

iii) **Controlled Climate:** This manifests lesser degree of openness than both open and autonomous climate types. The climate is marked by emphasis on achievement at the expense of satisfaction of social needs. All work hard and there is hardly any time for friendly relations with others or for deviation from established controls and directives. Employees are expected to get work done and they expect to be told personally just how to do it. There are a few genuine, warm relations among employees but social isolation is common. Job satisfaction is not from satisfaction of social needs but from task accomplishment. The employee is more result oriented, shows bossism. He has low human qualities and gives little love, warmth or sympathy to his
teachers. He is dominative and directive, formal and impersonal, ego-centered. He delegates few responsibilities and does everything to keep the school/college moving.

iv) Familiar Climate: the main feature of this climate is the obviously friendly manner of both the employer and the employees. Social needs satisfaction is extremely high while little is done for the group activities to be directed towards goal achievement. Socially, employees will be all part of a big happy family. Morale or job satisfaction will be average which will come from social needs satisfaction. As the employer does not want to disrupt the 'big, happy family' he is afraid to make changes. He does not make any attempt to motivate or lead teachers to put their best efforts. He exerts little control on employees' activities. The leadership lacks commitment and is feeble. He lacks the will and competence to emphasize production. Although no one is 'wrong', no one works to full capacity. Little is done either by direct or indirect means to evaluate or direct the activities of employees. Employer is regarded as a "good guy" who is interested in the welfare of the employees and who "looks out for them".

v) Paternal Climate: This climate is characterized by ineffective attempts of the employer to control employees as well as to satisfy their social needs. It is a partly closed climate and his behaviour is non-motivating. He becomes intrusive and wants to know everything at once. He is everywhere at once, checking, monitoring and telling people how things should be done but still nothing seems to get done. The climate shows more closeness than familiar-type climate. The employer has an inflated ego and his center of interest and concern are the school and network of activities therein. Employees do not work well together; there are factions. The employer's inability to control activities of teachers leads to lack of establishment of group maintenance. A great deal of work is done by the employer, thus employees have few hindrances. As the employer takes care of things as best as he can, employees give up trying. They do not enjoy friendly relations with each other nor have adequate satisfaction with regard to task accomplishment. As the employer fails to provide an example or an ideal which employees can emulate, they are not motivated.

vi) Closed Climate: This is the most closed climate and the least genuine and it characterizes the other extreme of the climate spectrum. The employer is ineffective in directing the activities of teachers; at the same time he is not inclined to look out for their personal welfare. The employer
will be highly aloof and impersonal in controlling and directing employee’s activities. He sets up rules which are normally arbitrary. He will "go by the book" rather than get too involved personally with employees and their problems. His words are hollow and he possesses little thirst and he does not motivate the employees by setting good personal example. The group members secure neither social needs satisfaction nor job satisfaction from task-accomplishment.

Thus the organizational climate assessment is a powerful instrument, especially when provided organization-wide with specific departmental demographic separation and analysis. Hence above discussion reveals that there are three basic components of organizational climate: (1) the formal organization and its role-structure, (2) the individual and his personality disposition, and (3) the informal group and its norms and culture. Organizational climate is a product of the interaction among these three.

1.3 MENTAL HEALTH

Mental health is a very broad term, which includes physical, mental, emotional, and social aspects of adjustment. The concept of mental health has over the years been a subject of discussion among psychiatrists, psychologists and other social scientists because of its complex nature. Mental health is a global term which refers to that condition of an individual which results from the normal organization and functioning of his mind. The concept of mental health is like a diamond which appears to be of different colours when seen from different angles. Every aspect of life affects mental health. It means that when a person behaves, he behaves with every part of him or whole heatedly. Academic and professional disciplines and departments may seem to compartmentalize human functions. But in the real life, the people do not function separately at home, at work and at play.

Mental health as a dynamic concept emphasis that the individual cannot lie in isolation, that he can seldom achieve a state of contentment, that he cannot escape stress. At times it involves compromise and accepting problems that cannot be resolved. It involves also a constructive, active approach to problems, the development of competence to handle stress and a pattern for living in a personally and socially acceptable manner. Barnard (1981) emphasizes the mental health of a teacher as a person, as a private individual quite apart from his function as a teacher, as the most important. It is not that teaching aspect is not important, but the chance of a teacher’s being of maximum benefit to mental health of pupils is very small unless he maintains his own
mental health at a high level. Mental health is a positive state, not just the absence of mental illness. Mental health can be fostered by promoting the healthy and social and emotional development of every child, family and staff person.

Mental health can be conceptualized as a state of well being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.

In this positive sense, mental health is the foundation for the well being and effective functioning for an individual and for a community. This core concept of mental health is consistent with its wide and varied interpretations across cultures. Some common characteristics of a mentally healthy people include: curiosity, optimism, self-confidence, ability to exercise, develop mentally appropriate self control, ability to cope up with frustration and solve problems and the ability to form meaningful relationships with others.

Freud (1933) defined mental health in his pragmatic statement, “Where id was, there shall ego be.” Here the value is awareness of unconscious motivation and self-control based upon these insights. The interpersonal frame of reference, on the other hand, is more concerned with the functioning of individuals in interpersonal situations.

Symonds (1934) has given four-fold concept of mental health:

- A balance between the demands of the society and the desire of the individuals.
- Maturity-the absence of infantile and childish pattern of behaviour.
- Adequate functioning- the ability to surmount severe threats and frustrating situations and
- To compromise between inner desires of the individuals and the demands of the society.

According to Stevenson (1956), positive mental health is based on the recognition that all persons have potentialities or talents, sometimes very modest and sometimes great, that may either be allowed to languish or, at the other extremes may be developed to the fullest. It is these abilities cultivated to a higher level that constitute positive mental health. Positive mental health results in a higher level of performance and satisfaction. One might say that positive mental health means more robust, broader and more productive living.

Jahoda (1958) was able to conclude that any definition of mental health would need to include the following characteristics:
- An attitude of self-confidence, self-reliance, self-acceptance of one’s strength and limitations and self-esteem.
- The achievement of self-realization by becoming what one has the potential to become.
- Integration of personality, including a purpose and meaning in life, tolerance for stress, and ability to recover from setbacks.
- A realistic perception of the world around him.
- Self-autonomy, the ability to be a part of society and still maintain individuality.
- Ability to take life as it comes and master it.

Sound mental health is best understood as a point of view. This point includes:
- Self respect and respect for others.
- Understanding and tolerance of one’s limitations and the limitations of others.
- Understanding of the fact that all behaviour is caused.
- Understanding the drive for self-actualization

According to Wallin (1935), “A mentally healthy person is one who has a wholesome balanced personality, free from inconsistencies, emotional and nervous tensions, discords and conflicts.”

Shaffer and Shoban (1979) has given the following criteria of sound mental health:
- Adequate feelings of personal worth.
- Adequate understanding of other.
- Adequate emotional maturity.
- Adequate orientation and goals.
- Adequate creativity.

It is within this framework that an individual’s behaviour is to be judged as of normal mental health.

Cuts and Moseley (1982) defined mental health as the ability to adjust satisfactorily to the various strains we meet in the life and mental hygiene as the means we take to assure this adjustment.
In the view of Lulla (1981) “Teacher can maintain the climate for healthy interaction if he/she is mentally healthy and the school maintains and promotes the mental health of teachers through proper environment and healthy management of school affairs. It is the teacher with sufficient degree of mental health who can maintain the twin requisites of teaching learning situations (a) healthy interactions in the classroom (b) and healthy participation by student in lessons. A mentally healthy teacher creates healthy teaching learning situations.

Rao and Parthasarthy (1987) wrote about mental health professionals, “By virtue of their training and conviction they have a tremendous potential for healthy collaboration and progressive action with educational institutions.” By virtue of the complexity of behaviour which is an indicator of Mental health, it can be defined that mental health is not a single unified variable but rather a conglomeration of a number of variables.

Warren (1992) explained personal construct theory and mental health. He reported it as an elusive and controversial concept: mental health is likely to continue to have currency in the presently high-profile debates on physical health and health education. He considered personal construct theory deals with the concept of mental health. Further he suggested that an argumentation of the mode of construing called perspectives provides a sound and workable idea of mental health. The argumentation is provided from the study of mentalities in particular the idea of egalitarian mentality.

Whereas Srivastava and Jagdish (1983) are of the view that mental health consists of following six dimensions as contributing to the specific component namely mental health.

- Positive self – evaluation
- Realistic perception
- Integration of personality
- Autonomy
- Group oriented attitude and
- Environmental competence as contributing to the specific component namely mental health.

- In positive self-evaluation one should have self-confidence, self-acceptance, self-identity, feeling of worthwhileness, realization of one’s potentialities etc.
• Realistic perception includes being free from need distortion, absence of excessive fantasy—a broad outlook of the world.

• Integration of personality includes balance of psychic forces, ability to understand and to share other people’s emotions, ability to concentrate at work/task and interest in variety of activities.

• Autonomy includes stable set of standards for one’s actions, self-control in one’s actions, dependence for one’s own development upon own potentialities rather than on others etc.

• Group oriented attitudes are ability to get along with others, ability to find recreation, feeling that one is safe in contact with one’s grouped members.

• Environment competence is the efficiency in meeting situational requirements, ability to work and play, ability to carry out responsibilities and capacity for adjustment.

The Mental health of the teachers will be conditioned by his/her attitude towards the profession. It is important for teachers to take an optimistic view of their profession as is possible, because the mental health of the teacher as an individual depends upon it, but even more, because it will be reflected in the effectiveness of the work done (Bernard, 1982).

Defining Mental Health is Important as WHO famously defines health as:

‘…a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.’ (WHO 1985)

‘...a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community’ (WHO 1985).

Three ideas central to the improvement of health follow from the definition: mental health is an integral part of health, mental health is more than the absence of illness, and mental health is intimately connected with physical health and behaviour. In this positive sense, mental health is the foundation for well-being and effective functioning of an individual and for a community. It is more than the absence of mental illness, for the states and capacities noted in the definition has value in them
World book Encyclopaedia (1999) writes that physical health and mental health are closely connected. Mental health plays an important role in both the ways, the way people behave and the way they feel. Emotionally healthy individuals accept themselves, as they are with all their weaknesses as well as their strengths. They remain in contact with reality and they are able to deal with stress and frustration. They also act independent of outside influences and show genuine concern for other people.

Thus mental health is a concept that refers to a human individual’s emotional and psychological well-being. Webster (2001) defines mental health as “A state of emotional and psychological well-being in which an individual is able to use his or her cognitive and emotional capabilities, function in society, and meet the ordinary demands of everyday life.”

Similar is the view of Sorenson (1940) who refers mental health to emotional balance, and a well-balanced and adjusted person is said to be in good mental health. He is comparatively free from the symptoms of maladjustment. Mental health is observed by experiencing a considerable amount of success, by being in a friendly and sympathetic atmosphere, by not being overprotected, by developing efficiency through good habits, and by having a well balanced programme of work and rest. But to be mentally healthy person, it is essential to remove the barriers in their way to success and these barriers may be in the form of stress, frustration and depression as quoted in the words of Fernald and Fernald (1999), “Human beings are almost in the process of adjustment and at times they are thwarted in achieving their goals. When a barrier prevents the attainment of a goal, the circumstances are called frustration.”

According to Thomson (2000), in the American Heritage Dictionary mental health is a state of emotional and psychological well-being in which an individual is able to use his or her cognitive and emotional capabilities, function in society, and meet the ordinary demands of everyday life. This definition covers a person’s capacity to “live life to the fullest”, to respond well to his environment through the conscious or unconscious use of coping mechanisms and to be able to balance emotional as well as psychological well being in relation to constant flow of experiences.

Clifford (2006) defined mental health as the psychological state of someone who is functioning at a satisfactory level of emotional and behavioural adjustment.
Knight and Sayegh (2011) reviewed mental health and aging in the 21st century. They discussed the barriers to accessing mental health care resulting from the fragmentation of the United States health care system as well as the history behind the multiple and competing systems of care for older adults. They recommended the provision of good mental health service delivery for older adults and concluded by addressing potential responses and future target areas regarding mental health care for older adults as well as a potential realistic collaboration to address mental health and aging. One way to think about mental is by looking at how effectively and successfully a person functions. Feeling capable and competent: being able to handle normal levels of stress, maintain satisfying relationships, and lead an independent life; and being able to “bounce back”, or recover from difficult situations, are all signs of mental health.

Thus on the basis of above definitions of mental health it can be said that the term mental health has been used in different ways by psychologists, psychiatrists and others and is influenced by multiplicity of factors like intelligence, personality, educational level, academic achievement, cultural level and physical health. It is a state or condition on which an individual feels a sense of well being. This gives him or her, the capacity to live life in fulfilment of what he or she wants to achieve in accordance to the available resources. This also makes him productive and fruitful for himself and his community.

We can conclude by saying that there is nothing known as perfect mental health. At the most, one can talk of optimum mental health, but that too in the light of individual differences. Mental health is a dynamic concept. In education, it is considered as one of the most reliable and valid index of the measurement of the all round growth and development. The educational system in India is miserably failing to work for the development of mentally healthy personality. The mental health of the Nation is dependent on the quality of the wholeness of its individual members.

Kishore (1989), President I.A.C.P in his presidential address on “Positive Mental Health for all by 2000 A.D”, says that there can be no world peace without individual’s peace of mind. The infrastructure becomes irrelevant without suprastructure, so without adequate mental health the interaction between human mind and computer would turn out to be a confrontation.

Mental health of polytechnic teachers is strongly affected by the organizational climate of the institution in which he or she is working. The positive or negative climate of the institution,
supporting staff teachers own qualifications etc. Organizational factors as lack of: strong work culture, effective communication, freedom to interact, ad hoc appointment, confidence and trust, training opportunities, administrative staff, overcrowded classrooms etc. Organizational climate has a strong bearing on the mental health, self-concept and burnout of polytechnic teachers. His/her positive or negative mental health leads him/her to a long way in fighting burnout, maintain his/her self-concept. Hence, the need for relating mental health, self-concept, and burnout with organizational climate, which is evident in Figure No.1.4.

Figure 1.4 SHOWING THE CYCLE OF MENTAL HEALTH

![Cycle of Mental Health](http://cobblpc.com/cycle.htm)

Each time one becomes aware of something, one begin the process called the cycle of mental health. Each awareness, whether through the five senses or bubbling forth from one’s intuition, begins a cognitive process that sets into motion a Rational-Emotive-Behavior-Consequence psychic cycle. Operating in the unconsciousness or pre-consciousness, this cycle is the source of the psychic energies one employ throughout our lives.

1.4 SELF - CONCEPT

The concept of self has origins in the earliest history of personality theory. In the 17th century the philosopher Rene Descartes (1644) discussed the awareness of one’s own being as the core of human existence. For centuries theologists, philosophers and lay persons have agreed that the origins and effects of self-conceptions merit serious attention. For example Socrates famous
dictum “Know Thyself” stemmed from his belief that such knowledge was important for the attainment of virtue.

Self-Concept is a life-long process that grows and develops continuously in social setting. An individual is not born with a self-concept nor does he inherit it, but he forms one as a result of his experiences and capacities. A key concept of becoming a healthy well adjusted person is the ability to discover who you are, define yourself and then begin a lifelong process of developing your potentialities and abilities. Self- discovery is a process of defining what is called self-concept and making important decisions about what will one do in life. What attitude he will develop towards others. Self-concept is a very complex concept to define. Generally speaking people’s self-concepts are their opinions about themselves-both what they are and how good they are.

Self-concept is equally important in the area of scholastic learning. The learner learns well with the involvement of self. The self-concept is responsible for the success and failure of a person in life. It is an important factor which has an unquestioned bearing upon the academic achievement of the learner.

The term ‘Self-Concept’ is so widely used in the field of education and Psychology that in its most native sense it can be generally understood as a person’s ideas, feelings and attitudes about one’s self i.e. how one perceives one’s self. It is considered as a critical variable in educational research. This is clearly evidenced by the Plethora of studies (as reviewed by Byrne, 1964), considered with aspects of self-concept in a variety of educational settings and for a diversity of teachers and students.

The Origin of term ‘Self’ can be as early as our ancient Vedic literature and also as early as the discussion of human personality found place in the literature.

The term ‘Self’ gained impetus in 1937 with Allport: since then there have been many approaches to explain the term ‘self’ with different perspectives and points of views. Sartain (1958) looks upon self as a cognitive structure which consists of one’s ideas about various aspects of his being, conception of his body, of his sense organs and musculature and of his social behaviour. Thus ‘self’ is the sum total of person’s ideas about whom and what he is, what he appears to be, what he thinks of him self to be and what others judge him to be since all these are based on experience consequently, Sartain (1958) speaks of them as ‘empirical selves’ using
the term ‘self’ and ego synonymously. The self, in other words, is the individual as known to and felt about by the self.

The self-concept includes three components:

- Perceptual: a way in which the person sees himself, ideas of the impression he makes on others.
- Conceptual: a person’s idea of his own distinctive characteristics, abilities and limitation
- Thirdly attitudinal: own feelings of identity in environment, attitudes regarding present and future.

Operational definition of the term used: ‘Self’ according to James (1890) is a unique existence as a being over a span of time. The self is the ‘ego’, the ‘I’ of the personality. It is one’s sense of identity, the perception of being the same human being from week to week and year to year. James related the self, with individual’s daily experience. “From morning to evening, one thinks, engages in a number of actions. There is a strong continuity running through the day, this is the self as experienced”.

In Dictionary of Education by Good (1973), self-concept is defined a “the individual’s perception of himself as a person, which includes his abilities appearance, performance in his job and other phases of daily living”.

According to Labenne and Green (1969), “Self-Concept is the persons’ total appraisal abilities and sources, attitudes and feelings which culminate as a directing force in behaviour”.

Jourard (1963) adds that the self-concept comprises all the beliefs the individual holds concerning what kind of person he is, i.e. conclusions concerning his modal or typical reaction patterns to typical life situations.

Where as Singh (1977) defines self-concept as the study of self where the person’s experiences make him realize his feelings and capabilities.

According to Dictionary of Education by Taneja (1989) “Self-Concept refers to the picture or image a person has of, him.” So, an individual’s self-conception is his view of himself. It is derived from taking the role of others in social interaction. Self-concept is equivalent to the self if the latter is defined as the individual as perceived by that individuals in a socially determined
frame of reference. A self-conception consists, in addition to (a) a view of identity, (b) notion of one’s interests and aversions (i.e. his attitudes towards objects, cognitively, effectively and evaluative); (c) a conception of one’s goals and his successes in achieving them, (d) a picture sometimes quite, sketchily, of the ideological [world view] frame of reference through which he views himself and other objects, and (e) some kind of evaluation.

Thus, self-concept may be briefly defined as the view that a person holds, regarding himself – his abilities his feelings, his values and possessions. It is an influential factor in individual’s behaviour, his actions and interactions in different social conditions.

Gale (1969) states that “A man creates his own world from experiences around him”. The development of self is a social product According to him, awareness does not happen all at one, but it is dynamic on-going development process that begins during infancy and early childhood and continues until death.

Mead (1934) opined, a child has no ‘self’ at birth and its development is dependent on social experience and activity.

The self has many dimensions of which the following four are popular:

1. The Perceived Self: It refers to what a person thinks he is. It is influenced by his physical self, his physical appearance, dress and grooming, by his abilities,, his values, his beliefs and aspirations. The perceived self of an individual is more often called the self-concept.

2. The Real Self: It refers to what a person really is. It includes what an individual is aware of and not aware of. The real self mostly refers to the characteristics of a person as are assessed objectively by other people.

3. The Ideal Self: It refers to what an individual thinks he would like to be. The ideal self is the organized conceptual pattern of characteristics and emotional states which an individual consciously holds desirable (or undesirable) for him.

4. The Social Self: It refers to the self as one thinks how others view him. This concept may not correspond with other people’s perceptions of him. Even then it has a major effect on his behaviour. Sense of self-concept is an important part of our personal make-up. Highlighting importance of self-concept, Goldensok (1970) contents that an individual’s self-concept is one of
the basic and crucial concept of personality. Each one of us has a self-concept, but the self is not something that can be observed: rather it is a concept that must be inferred from behaviour.

Self-concept is the individual’s conception and evaluation of himself, including his value, abilities, goals and personal worth. (Goldenson, 1984).

Allport (1961) describes the self-concept as the self is something of which we are immediately aware. We think of it as the warm, central private region of our life. As such it plays a crucial part in our consciousness (a concept broader than self) in our personality (a concept broader than consciousness) and in our organism (a concept broader than personality). Thus it is some kind of core in our being.

Thus, self-concept, like many other Psychological terms, is part of our everyday conversation (Smith, 1967). We talk about people who have low self-concept or individuals whose self-concept is not strong; Smith further stated that self-concept generally refers to the composite ideas, feelings and attitudes, people have about themselves. It is individual’s attempt to explain himself to himself, to build a scheme that organises his impressions, feelings and attitudes about himself.

According to Encyclopaedia of Psychology (1975) “Self-Concept is the totality of an attitudes, judgements and values of an individual relating to his behaviour, abilities and qualities.

Stein (1995) studied schema model of the self-concept. He found that the centrality of the self-concept in maintaining physical and psychosocial well-being is widely recognized in nursing. Despite its importance, progress in the development of an empirically-supported and clinically-relevant theoretical framework has been limited by difficulties in defining and measuring the construct. The schema model of the self-concept is presented as a theoretical framework that has the potential for explaining how the self-concept functions to influence emotional and behavioral responses to events relevant to health and well-being.

According to Sullivan (1953) the self-concept develops from the reflected appraisal of significant order in child’s life. But Watson and Lindgren (1973) suggest further that the influences on development of self-concept from diverse sources imitation of adult models, cooperative and collaborative relations with adults, fantasy, playing of adult roles, participation in games and rituals, relationship with other children in a closely knit peer group. (Fig.1.5)
Figure No.1.5
Source: (http://eric_web.tcolumbia.edu/digests/dig75.html)

The personal system (personal goals, competencies, beliefs, and values) is organized around the self-concept—a unifying force that brings the entire self-system into focus. “People engage in behavior that is consistent with their goals, competencies, beliefs, and values—as they see them. The task of a manager involves maintaining compatibility among the goals of individuals, those of subparts of the organization, and those of the total system”

Goals: Those objects or events in the future that we strive for in order to meet our basic needs. (e.g., the goal of a high income may be related to several needs such as security, prestige, and achievement).

Competencies: The areas of knowledge, ability, and skill that increase an individual’s effectiveness in dealing with the world.

Beliefs: Ideas that people have about the world and how it operates.

Values: Our abstract concepts of what is right, worthwhile, or desirable; preferences.
So the answer to the question-- What is the "self-concept?" It is that driving force of thinking and behavior and it is determined by our values, goals, competencies, and beliefs.

Thus, in an organization, one conforms to group norms depending on how close they are to their pre-existing self-concept e.g., as a manager interested in predicting behavior, here is what one has to know:

a) strength of the goals that direct that behavior
b) person's expectancies about the positive/negative consequences of her actions
c) expectancies about positive/negative consequences to her self-concept

What one ends up doing either confirms or disconfirms our self-concepts. Thus, one is constantly changing, whether or not one consciously realizes it.

Managers are hired to coordinate and balance the competing forces that act on individuals, groups, markets, industries, cities, states, and more and more often, even nations. To do so requires self-awareness, followed by an awareness of how others perceive and experience organizational life. In short, to do so requires an understanding of both the "personal identity" and the (many kinds of) "social identity."

According to International Encyclopedia of Social Sciences (1972) Self-concept refers to the existence of one’s own being. It includes what people come to know about themselves through experience, reflection and feedback from others. The self-concept is an organized cognitive structure comprised of a set of attitudes, beliefs and values that cut across all facets of experience and action, organizing and tying together the variety of specific habits, outlooks, ideas and feelings that a person displays.

**Self Concept and Mental Health**

A positive self-concept usually indicates realistic self-appraisal and good mental health. A person possessing this positive picture himself is relatively free from threat. Consequently, anxiety is a minimum and there is no need to set up elaborate defences against it. There is a very little denial of the realities of life; instead, difficult experiences are incorporated into the self-structure. One feels sure that he has the resources to deal with whatever may bring. He feels free to reach out, to explore and is flexible. The behaviour of a teacher like that of everyone else is a
function of his self-concept. Teacher’s own opinion regarding his worth as a person influences much of his thinking and his classroom behaviour.

1.5 BURNOUT

Burnout was first identified by Bradley (1969) in a paper on probation officers and was further elaborated by Freudenberger (1974) From his observations of the extreme psychological strain often experienced by workers in the human service professions, such as nurses, police officers, social workers, and school teachers. Freudenberger (1974) used the concept of burnout to explain the phenomena of physical, emotional and mental exhaustion: absence of job involvement dehumanization; and lowered accomplishment.

When the body and mind are relentlessly strained, you can develop emotional and physical fatigue. Burnout is a physical, mental and emotional response to constant levels of high stress. Burnout produces feelings of hopelessness, powerlessness, cynicism, resentment and failure as well as stagnation and reduced productivity. These stress reactions can result in levels of depression or unhappiness that eventually threaten your job, your relationships and your health.

Burnout is associated with situations in which a person feels:

- Overworked.
- Underappreciated.
- Confused about expectations and priorities.
- Concerned about job security.
- Overcommitted with responsibilities.
- Resentful about duties that are not commensurate with pay.

Burnout is not simply excessive stress. Rather it is a complex human-reaction to on-going stress and relates to feelings of inadequacy for managing the tasks and situations presented before you.
According to Webster International Dictionary (1976) burnout means to fail, to wear out or become exhausted by reason of excessive demands on energy, strength or resources. It indicates that burnout is the state of emotional exhaustion related to overload. So burnout is a decrease of over commitment. Burnout is a diagnostic black hole that encompasses almost any aspect of work. Mattingly (1977) described it as a painful and personally destructive response to excessive stress.

Hendrickson (1979) defines teacher burnout as physical, emotional and attitudinal exhaustion that begin with a feelings of uneasiness and mounts as the joy of teaching begins to gradually slip away.

1.6 TEACHER BURNOUT

Teacher Burnout is an individual’s negative affective experience occurring as a result of chronic work stress in teaching professionals literature since mid-1970. There is a general view that teacher burnout may have a negative impact on the teachers themselves, leading for instance to emotional and physical ill health and on the students as

A burned out teacher may be relatively impaired in the quality of teaching and commitment, and may give less information and less praise and interact less work students.

The pressure to identity important factors contributing to the teacher burnout and the attention has been directed to study the activities and strategies the teachers employ to keep these mental health and self-concept in balance to cope with the stress and burnout with the organizational
climate in which they are working. At any organizational level, the ways in which settings is made like teachers duties, rules and regulations, large classes poor availability of resources, working condition, administrator etc. affect a lot to the teacher working conditions that ultimately reflected in staff turnover, absenteeism, employer contributions to burnout include poor communicative etc.

Maslach (1976) referred it as the loss of concern for the people with whom one is working in response to the job related stress. The investigator considered that burnout is linked with numerous variables which are negative and especially affect those who are dedicated and committed to their work.

Maslach & et. al. (1981&1982) conceptualized burnout as having three core components: Emotional Exhaustion (EE); Depersonalization (DP) AND (lack of ) personal accomplishment (PA). Maslach characterizes EE as depletion of emotional energy and a feeling that one’s emotional resources are inadequate to deal with the situation. This EE may also be linked with physical fatigue and cognitive ‘weariness.’

The second component of burnout, according to Maslach is a tendency towards depersonalization of other individual in the work setting (e.g. clients, patients, students or even co-workers)-i.e. treatment of them as objects rather than people. Although this may help to reduce intense emotional arousal, which can interfere with functioning in crisis situations, excessive detachment from others can perform a callous and cynical approach to their welfare,(Jackson, Schwab and Schuler,1986).

Finally the third component of burnout is diminished personal accomplishment characterized by a tendency to evaluate one’s behaviour and performance negatively. As a result the person experiences feelings of incompetence on the job and an inability to achieve performance goals.

To summarize, the term burnout refers to an extreme state of psychological strain and depletion of energy resources arising from prolonged exposure to stresses that exceed the person’s resources to cope, particularly stressors associated with human resource professions although it may also develop in other occupational groups.

“When difficulties arise, administrators are prone to see the problem in terms people who are not doing their job well, rather than of short comings in the institution itself. It is assumed that
problems are due to errors, faulty judgement, or laziness on the part of the employees, and as administrators it is their job to improve employee performance”.

Aronson (1981) defined burnout as physical, emotional and mental exhaustion. Similar is Moracco and Mcfadden’s view (1980) who indicated that burnout is a chronic problem that works against the health functioning of the individual in human service organisation. Pines and et.al (1981 &1988) also describe it as a state of physical, emotional and mental exhaustion caused by long term involvement in situations that are emotionally demanding.

Clouse and Whitaker (1981) defined burnout as a process which begins with high enthusiasm and dedication then there is drastic reversal in attitude and behaviour when an individual does not receive positive responses and feedback, enthusiasm falters, however, there are those who are able to maintain enthusiasm in the profession.

Maslach and Jackson (1981) said that burnout included emotional exertion resulting from chronic stress in human service profession and occurs at any level in all jobs. The investigators considered burnout as a job-stress, not just a sub-category of it.

Whereas, Silver et.al (1992) defined burnout as a process, whereby, committed professionals disengage from their work in response to job stress.

Cunningham (1983) considered burnout as a syndrome resulting from prolonged stress, primarily characterized by physical, emotional and attitudinal exhaustion.

Carrola (1983) defined burnout as that which causes low job satisfaction and consequently deterioration of performance on that job.

According to Farber (1984) Burnout is usually defined as behaviourally manifest emotional and physical exhaustion derived from stressful situational events not adequately met by effective coping strategies.

In this context Longman’s Dictionary (1984) says that burnout is a vague term for exhaustion or failure, especially in one’s job or career. The term is mainly applied to middle aged persons who perform at a high level stress and tension taking role.

Whereas, Santanielo (2002) viewed burnout as psycho-physical state accompanied by apathy, detachment and coolness in interpersonal relations by feelings of emotional exhaustion of one’s psychic resources and of helplessness.
Reed (1979) further reported that there are three levels of burnout: first-degree burnout includes short bouts of irritability, fatigue, worry, and frustration. Second-degree burnout is similar but can last for two weeks or more. Third-degree burnout is more severe, causing physical symptoms which can be long-lasting.

According to Clouse and Whitaker (1981), frustration is the first negative sign in the process of burnouts; several factors may contribute to this frustration, including student apathy, disciplinary problems, violence, involuntary transfers, and various malfunctions of the organization and lack of reward.

The above cited definitions of burnout, when taken together, suggest that we are dealing with a transactional process. Moreover, burnout appears to be a process, not an event, consisting of three stages:

- The first stage refers to imbalance between resources and demand.
- The second stage is the immediate short-term emotional response to this imbalance, characterized by feelings of anxiety, tension, fatigue, and exhaustion.
- The third stage refers to changes in attitudes and behaviour, such as a tendency to behave in a detached and mechanical fashion, e.g., defensive coping.

Figure 1.7 Process of Burnout

Burnout, here, means a transactional process consisting of job stress, worker strain, and psychological accommodation. Moreover, burnout cannot be defined specifically as a process in which a previously committed professional disengages from his/her work in response to stress or strain experienced in the job (Cherniss, 1980). This definition clearly indicates a response to an intolerable work situation. This definition of burnout is of importance, because it subsumes all of the most common definitions. Secondly, it provides a framework for thinking about the causes of and solution to the problem.

Harries (1986) is of the view that burnout may be individual or organisational but it proceeds in a slow motion. He further gave classification of characteristics of burnout in following categories:
(a) Psychological: Hopelessness, emotional exhaustion, disenchantment, negative behaviour attitude, powerlessness and inflexibility.

(b) Somatic: Physical exhaustion, accident proneness, high illness-susceptibility.

(c) Organisational: Communication, bureaucratisation, role models, job-expectations, decision-making, physical and psychological environment.

Burnout as viewed differently from other terms:

- Burnout is not synonymous with the term ‘stress’. Burnout is a condition which is a side effect of stress, as well as other internal and external personal conflicts.
- Depression should be differentiated from burnout, in that the former refers to a particular psychological condition that should be regarded as a potential outcome of burnout rather than as a part of the burnout syndrome itself.
- Burnout is different from fatigue. Through some authors (e.g. Shirom, 1989) include physical fatigue as part of the burnout syndrome. Individual may experience physical (and even cognitive) weariness as a result of being overloaded in their jobs, but this is not equivalent to burnout.
- According to Collins English Dictionary (1983), ‘Alienation’ refers to turning away, an estrangement, a state of being an outsider or the feeling of being isolated from society, whereas, burnout is a psychological withdrawal from work in response to excessive stress and dissatisfaction. However, alienation is an individual reaction to social conditions that cause to feel powerless, meaningless, normless, isolated and self estranged.

Burnout is an adverse work stress reaction with: psychological, psycho-physiological and behavioural components. The signs and symptoms are:

- Internal changes: Emotional exhaustion; loss of self esteem; depression, frustration and a “trapped” feeling.
- Increased physical complaints: Fatigue; irritability; muscle tension; stomach upset and susceptibility to illness.
- Social withdrawal: Pulling away from colleagues; peers, family members.
• Self-medication: Increased use of alcohol, and tranquilizers and other mood altering drugs.
• Skipping rest and food breaks: Continually having no time for coffee or lunch breaks to restore stamina.
• Changed job performance: Increased absenteeism, tardiness; use of sick leave and decreased efficiency or productivity.

**Burnout in teachers**

The educational process involves the teacher and the taught. Although, the role of the student is the focus, it is the teacher who is the ‘kingpin’ for “how” the teacher teaches is more important than “what” is taught. It is this very process that can motivate or bring about indifference in the student. The mental and psychological state of a teacher who is happy and optimistic can influence the teacher effectiveness, consequently, the students’ future. Studies indicate that the teachers work under stress and also experience a high degree of burnout.

Teacher burnout is the result of stresses as student indiscipline and violence, student apathy (lack of interest, indifference), overcrowded classrooms, excessive paperwork, excessive testing, inadequate salaries, lack of administrative support, lack of promotional opportunities, role conflict, demanding parents, public criticism of teachers and unwanted transfers to other schools.

### 1.7 OPERATIONAL DEFINITION OF THE TERMS USED

• Mental Health: Mental health means the scores obtained by the polytechnic teachers of Punjab state on mental health inventory by Srivastava and Jagdish (1983).

• Self Concept: Self concept was measured in terms of scores obtained by the polytechnic teachers of Punjab state with the help of personality word list by Deo and Pratibha (1971).
• Burnout: Burnout as measured in terms of scores obtained by the polytechnic teachers on burnout inventory by Menon, Dutt and Dhir (2001)

• Organisational Climate: Organizational Climate Description Questionnaire (by Sharma, Moti Lal, 1973) an Indian adaptation of OCDQ (by Halpin and Croft, 1963) was used to classify polytechnic into open and closed climate organization.

1.8 LAYOUT OF THE THESIS

Chapter I : Introduction

Chapter II : Review of Related literature

Chapter III : Design and Procedure

Chapter IV : Analysis and Interpretation of data

Chapter V : Summary and Conclusions

BIBLIOGRAPHY

Appendix I : Mental Health Inventory

Appendix II : Personality Word List

Appendix III : Burnout Inventory

Appendix IV : Organisational Climate Scale

CHAPTER – II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION
Review of related literature is an important pre-requisite to the actual planning and for the execution of any research work before embarking on making fresh study. Realising the importance of review of related literature, Best (1963) remarked “a familiarity with the literature in any problem area helps the researcher to discover what is already known, what others have attempted to find out, what methods have been promising and disappointing and what problems remained to be solved”.

Therefore, this chapter presents the review of related literature with a view to get generalizations and frame the hypotheses.

### 2.2 REVIEW OF RELATED LITERATURE

A number of studies have been conducted both in the India and Abroad on Organisational climate, mental health, Self Concept and Burnout of the teachers. In the first section, a number of studies relating to mental health are discussed. The second section includes studies related to self-concept. Third and fourth section pertains to studies in the Burnout and organizational climate respectively.

#### SECTION—1 MENTAL HEALTH

Feiton and Hicks (1934) found that 20% of the teachers in their sample of 600 teachers of the colleges are maladjusted and it is pity to note that hardly one in 100 could say that he has genuine love for teaching.

Wig and Nagpal (1971) found that the scores of successful and unsuccessful groups of failing university students were significantly different on physical distress scale. The two groups were significantly different on mental health score. The differences were marked in areas, namely school adjustment, college adjustment followed by the areas of social adjustment and neurotic traits in childhood.

Pareekh and Rao (1971) studied the mental health of students and teachers behaviour that pupils were fairly well adjusted with regard to parents and home, and found the adjustment levels with peers, teachers, school and other general areas were positive though not very high particularly in adjustment towards, when faced with frustrating situations they had more extra punitive and ego defensive reactions.
Wig and Nagpal (1971) conducted study on mental health and academic achievement and concluded that the comparative scores of successful and unsuccessful students were significantly different on mental health scale; failure group was having a high mean score than the control group.

Mathur (1972) found that the main cause of frustration, mental conflicts which affect the mental health of a private aided school teachers are inadequate salaries, no interest in work, no security of tenure, autocratic management, autocratic supervision, bad family conditions and too many restrictions on their activities.

Bhan and Sihna (1978) found the engineering boys were significantly superior in mental health to the university boys.

Sarkar (1979) studied that mentally healthy group of children had higher family tension. The children from families with syncritic division of functions have better mental health. The family structure (excepting syncritic division of function) was not related to the mental health of the children.

Sharma (1979) focused on self-concept, level of aspiration and mental health as factors in academic achievement. A sample of 1060 students selected randomly from X, XI and XII grades of schools of Uttar Pradesh was studied. Piers – Harris children’s self-concept scale, Ansari and Ansari’s LA coding test, Asthana’s adjustment inventory to measure the mental health and personal data schedule were used for data collection. The results reported that boys and girls had better mental health during early adolescence (13 years), while boys in late adolescence showed better mental health than girls.

Prasanna (1984) found that all the mental health variables discriminated between high and low achievers. In most of the groups high achievers had high mean scores than low achievers for all the 16 mental health variables studied.

Abraham (1985) studied the relationship of psycho-social with mental health status. Psychological needs inventory, mental health status scale, students adjustment inventory developed by the author was used for assessment. Correlation was used for data analysis. The
results revealed that adjustment and other psycho-social factors (need for love, need for belongingness, need for acceptance etc. were related to the mental health status of the students.

Rao and Parthasarathy (1986) studied the mental health risks among the socially disadvantaged high school students on 120 high school students in Bangalore city. Students belonging to scheduled caste and scheduled tribe communities were prone to mental health risks especially in lower and lower middle economic classes. In middle and upper middle classes the nonscheduled caste and scheduled tribe students faced more mental health risks than scheduled caste and scheduled tribe students.

Singh (1987) in study on the knowledge about concept of mental health of primary school teachers found that subjects from urban schools scored significantly higher on mental health knowledge questionnaire then the rural subjects, and further found that age of the teachers was not related to the knowledge about concept of mental health and factors contributing to it. Experience of teachers was also not related to the knowledge about concept of mental health and factors contributing to it.

In a study by Mohapahtra (1989) teachers felt that mental health depended on physical health. They expressed that a good social environment was necessary for good mental health.

Srivastava (1991) confirmed the general observations of high stress and poor mental health, this pattern of stress and mental health relationship has been found reversed in case of employees who adopted approach’s copying strategies to deal with their stress of job life.

Mortimer et al. (1992) examined the relationship between early work experience and adolescent mental health and behavioral adjustment. The data was obtained from 1,001 ninth graders. Information about current jobs, attributes of work was examined in relation to dimensions of mental health and indicators of behavioral adjustment (smoking, alcohol use, and problem behavior in school). Boys and girls appear to experience psychological benefits when they perceive their jobs as providing skills that will be useful to them in the future. However, boys who report more stress at work also manifest more depressive affect, more self-derogation, less internal, and more of external control orientation. For girls, the level of integration of school and work had pervasive associations with the psychological outcomes.
Khalique, Hossain and Hoque (1992) found that mental health of the subjects satisfied with their job is significantly higher than that those who are not satisfied with it. A significantly high positive correlation existed between the job satisfied and mental health.

Catherine (1992) reported that male teachers are more concerned about this personal well-being. They are more anxiety ridden, have less disabling symptoms, are less capable of establishing constructive relationships but are more capable of coping with ordinary demands and stress of life and have high level of mental health as compared to their female counterparts.

Ray and Yadav (1993) studied the mental health of higher secondary students in relation to socio-economic status. The sample consists of 251 boys and 250 girls from grades nine to 12th of two urban and two rural higher secondary schools revealed that mental health and socio-economic status were positively and significantly correlated.

Chaudhary, Nirmala and Bajaj (1994) compared the mental health and emotional maturity of adolescents staying at home and those staying at orphanage. The results reveal that adolescents staying at home with their parents have better mental health, high level of emotional maturity as compared with their counterparts staying at orphanage.

Wu Chyi-in (1994) revealed that elder people and women had greater sources of life strain and higher level of mental health symptoms.

Shylaja and Raj (1994) conducted a study to test whether there will be significant difference among alcohol and drug addicts and non-addicts on mental health status and value variables. Sample consisted of 30 alcohol addicts, 15 drug addicts and 30 non-addicts males with age range of 15 to 20 years. Mental health status scale by Giressan and Sananda Raj (1988) and value scale developed by Thankam (1968) were administered. The results showed a significant difference between non-addicts and addicts, where non-addicts had better mental health. Moreover no significant difference was found between alcohol addicts and drug addicts.

Sharma (1995) studied the influence of recent life experiences on mental health of school teachers and found that psycho-physical strain was positively correlated with life experience. Recent life experiences influences the mental health of teachers. Male teachers were inclined towards the mental illness rather than female teachers.
Rao and Parthasarthy (1996) concluded that young people’s ability and motivation to stay in school to learn and to utilize what they learn is affected by their mental well-being. School mental health programmes are effective in improving learning, mental well-being and treating mental disorders. Issues of mental well-being and psycho social competence affect the entire school community including students, teachers, school administration and members of the surrounding communities.

Brauer (1996) conducted a study to determine the relationship between job demands, role ambiguity, work/family conflict, organizational resources, supervisor social support and women’s mental health. Role ambiguity, which is when a person’s job responsibilities are unclear, and work/family conflict were consistently the largest predictors of poor mental health.

Dhawan (1996) found that prospective secondary school teacher with sound mental health had high and positive attitude towards teaching profession than the student teachers with low attitude. Mental health was found to be significantly related to achievement motivation.

Smith (1998) examined the relationship between teachers’ perceptions regarding the mental health of secondary school principals and organizational climate of their schools and suggested a significant relationship. The correlation indicated a high positive relationship. Similarly

Anand (1999) conducted a study on mental health of 370 students of IX, X, XI and XII grades. For the purpose of the study RCEB Mental Health Scale developed by the author was used to measure the mental health. He reported no significant impact of gender and class on the mental health. However Roberts et.al (1999) studied the effects of economic circumstances on British students' mental and physical health. Three-hundred sixty British university students completed a questionnaire providing information on demographic characteristics, financial circumstances, smoking, and drug and alcohol use. A 14-item inventory of physical symptoms, the short form 36 health survey (SF-36), and the General Health Questionnaire (GHQ-12) were used to assess their physical and psychological well-being. Except for physical functioning, all subscales of the SF-36 and the GHQ indicated levels of health significantly below population norms matched for age and sex. They reported Poorer mental health was related to longer working hours outside the university which results in lower levels of social functioning and vitality. The poorer physical health as indicated by variables on the SF-36 was due heavy smoking. Students' personal debt
was significantly associated with their knowing people involved in prostitution, crime, or drug dealing to help support themselves financially.

Roeser et al. (1999) examined patterns of academic functioning and mental health in 184 middle school children and relation of such patterns to their prior and subsequent functioning. Data were collected from children during their 2nd, 3rd, 4th, 8th and 9th grade school years. Tools used were academic competence scale and academic value scale developed by Eccles (1983), general self-worth scale by Harter (1982). Cluster analysis was used to delineate patterns of academic functioning and mental health during 8th grade. These authors examined the relation of these patterns to academic functioning and mental health one year later the transition to high school, and then examined the long term development roots of the 8th grade patterns using data collected during elementary school years. There was no significant change in mental health among the full sample, in emotional functioning, the multiple problems youth mental health improved significantly across the transition.

Srivastava et al. (1999) studied the mental health of 80 students studying 11th and 12th standard from English medium and Hindi medium schools located at Haridwar, U.P. Mithila Mental Health Status Inventory (MMHSI) developed by Kumar and Thakur was used to measure the mental health of the students. The results showed that Hindi medium students had better mental health in comparison to English medium students. The authors also reported that symptoms of egocentrism and emotional instability in English medium students were high in comparison to Hindi medium students. They suggested that parents and teachers should content-operate each other in solving the problems of educational medium among college students.

Kaur (2000) studied that teachers are average in mental health level. They take care of their personal well-being and are somewhat anxiety ridden. Male teachers are less anxious and have less disabling symptoms as compared to female teachers. Female teachers have capacity to cope with ordinary demands and stress of life and can establish constructive relationships easily.

McGann (2000) researched qualitatively using heuristic principles the ethical integrity of mental health professionals working in rural areas. Thirty mental health professionals endorsed questionnaires and were interviewed in an attempt to elicit the essences of the factors, which
contribute to a high quality of ethical integrity. The convenience sample consisted of 19 Euro-American females and 11 Euro-American males, between the age of 38 and 62 years. The participants included one clinical psychologist, 14 license social workers, and 15 licensed professional counselors. All mental health professionals (therapists) have maintained good conduct and healthy boundaries based on information received from their current standing in relation to any disciplinary action with the commonwealth of Virginia, department of health professions Board of psychology. Experiences were described, by these mental health professionals in relation to their self understanding of ethical integrity and their own internalized ethical stance.

Nanda (2001) studied the mental health of high school students. The sample consisted of 1579 students from 86 schools covering Cuttack district, Orissa. Mental Health Scale developed by Nanda (1989) along with the interview schedules for parents, teachers and head masters was administered. Arithmetic mean, standard deviation, t-test, the quartile deviation were used in the analysis of data. The results revealed that female students were found to have better mental health than male students. While comparing male and female students in urban, rural and ashram schools separately it was found that male and female students in urban and ashram schools had similar mental health, Whereas female students had better mental health than male students in rural schools.

Shek (2002) examined the association between family functioning and adolescent adjustment in 1,519 Chinese adolescents using an indigenously developed measure of family functioning. Results showed that family functioning was significantly related to measures of adolescent psychological well-being (existential well-being, life satisfaction, self-esteem, sense of mastery, general psychiatric morbidity), school adjustment (perceived academic performance, satisfaction with academic performance, and school conduct), and problem behavior (delinquent and substance abuse behavior). Family functioning was generally more strongly related to measures of adjustment for adolescents with economic disadvantage than for adolescents without economic disadvantage.

Ojha (2002) compared the social anxiety and mental health of normal and physically challenged adolescents. The sample constituted of 60 subjects (15 orthopaedically challenged males, 15
orthopaedically challenged females and matched control group of normal adolescents) randomly selected from different colleges located in Varanasi. Social anxiety scale (Sheikh and Kaushik, 1989) and Mental Health Inventory (Jagadish and Srivastava, 1983) was administered individually to measure the anxiety and mental health respectively. Social anxiety was observed significantly high in orthopaedically challenged group, where females were found to be more anxious. With regard to mental health, normal group and orthopaedically challenged group showed no significant difference.

Rask et al. (2002) conducted a study on adolescent subjective well-being and realized values, and examined the relationships between socio-demographic variables, realized values and subjective well-being from the adolescent perspective. Adolescent subjective well-being was conceptualized by means of four different dimensions: satisfaction, ill-being, knowledge and activities related to well-being. The values were operationalised by eight core ideas from which principal components analysis identified 10 factors representing the realized values. Data was gained by self-report questionnaires from 245 adolescents from 7th and 9th grades, with a mean age of 14 years, in 13 secondary schools in southern Finland. The data were analysed statistically. The results revealed that most of the respondents were satisfied with life. However, one out of 10 did not experience the joy of life. There was no statistically significant difference in global satisfaction between girls and boys.

Total ill-being among the adolescents was rare, but one out of four participants had fairly often worried about money and 17% were frequently unusually tired. Girls and pupils from the 9th class experienced more ill-being than boys and pupils from the 7th class. The findings suggest that certain values such as personal equilibrium, safe family relations, and family type are predictors of adolescent global subjective well-being. They concluded that while assessing and promoting adolescent well-being it is important to pay special attention to the realization of values in life and not merely to appreciation of things. Implications for practice include the need to create opportunities for the realization of values when adolescents require health care services.

Reddy et al. (2002) studied 720 school-going children of 9th and 10th grades drawn randomly from private and public schools in and around Chittoor district of Andhra Pradesh. The aim was to find out the effect of co-education on mental health of the students. Mental health status
The inventory developed by Manjuvani (1989) was used to assess the mental health. Results revealed that there was a significant impact of the type of school on mental health status of both boys and girls. The students of co-educational schools were mentally healthier when compared to the students of non-co-educational schools.

Sirohi (2002) conducted the study on the effect of religion on mental health. The sample consisted of 250 XI standard boys covering three religions (i.e) Hindu (n = 105), Christian (n = 80) and Muslim (n = 80). Sirohi Mental Health Questionnaire developed by the author was used for assessing the mental health of adolescents. He reported that Christian had significantly poor mental health when compared with Hindu and Muslim boys.

Ostberg (2003) focused on social relations in school classes and their importance for mental well-being in middle childhood in a Scottish city. Peer status and both the individual's own status position and the status distribution of the school class as a whole were considered as the respect of social relations. The number of children analysed was 13,932 and the number of school classes was 524. The results show a clear association at individual level: the higher the status position the more uncommon is malaise, which was supported by the teacher and by a parent report on malaise for both boys and girls. The association was generally present within school and existed regardless of grade, type of school and class size. Furthermore, a minority of the classes had a more compressed status distribution and here malaise was less common in all status positions. This was especially the case when the school class did not contain marginalized children. Consequently, that some children are marginalized in the group indicates problematic conditions for the persons in question but also for the other group members.

Yeh (2003) investigated the association between age, acculturation, cultural adjustment difficulties, and general mental health concerns. The sample consisted of 319 junior high and high school students of Chinese, Japanese, and Korean immigrants. Hierarchical regression analysis was done. The results determined that age, acculturation, and cultural adjustment difficulties had significant predictive effects on mental health symptoms.

Dwairy (2004) examined the parental styles and psychosocial adjustment of adolescents and the relationship between them in gifted as compared to non-gifted Arab adolescents. Results indicated that parents of gifted adolescents tend to be more authoritative and less authoritarian
than parents of non-gifted adolescents. The attitudes of the gifted adolescents toward their parents were more positive than those of the non-gifted adolescents. The gifted displayed higher self-esteem and fewer identity disorders, phobias, and conduct disorders than the non-gifted adolescents. The authoritative parental style correlates positively with the mental health of both gifted and non-gifted adolescents, while the authoritarian parenting style impacts negatively on the mental health of the gifted, but not of the non-gifted adolescents. The results indicated that the authoritarian parenting style is a crucial factor that influences the well-being of gifted children and may affect their psychological adjustment.

Gonzales et al. (2004) studied the efficacy of the bridge program, an intervention designed to prevent school disengagement and negative mental health trajectories during transition to junior high school. Adolescents reported increased use of active and distraction coping strategies and decreased depressive symptoms. They also reported significant changes in their mothers’ parenting skills, including increased monitoring and a decrease in inconsistent discipline. Maternal caregivers reported an increase in supportive parenting and a decrease in inconsistent discipline for themselves and less adolescent problem behavior. Intervention had significant change in self-concept, perception of self among others, concept of life and perception of adjustment.

Gulati and Dutta (2004) conducted a study on the mental health of 245 rural adolescents drawn from persistent poor but intact families of Ludhiana district. Socio-economic status scale (Pareekh and Trivedi, 1964) and child behaviour checklist (Achenbach and Edelbrock, 1990) were used for data collection. Results indicated that despite economic diversity and the presence of other risk conditions, majority of the adolescents were found to be performing within normal status of mental health without any manifest conduct disorders and also the effect of gender was found to be non-significant. The results revealed that the dominant problem in males was delinquency and females were anxiety and depression.

Vasuki and Charumathy (2004) compared the sibling rivalry with achievement motivation, frustration, and mental health and self-conflict of adolescents on a sample of 60 girls and 60 boys of age 15-18 years. Rivalry resulted in inferior level of achievement motivation and poor mental health. Greater extent of sibling rivalry also leads the adolescents to become more frustrated.
Whereas Rahi *et al.* (2005) found that the prevalence of psychopathological disorders was significantly higher in the first born and also reported more number of psychopathological cases in the joint families and large sized families.

Rahi *et al.* (2005) studied the association of psychopathology with demographic, developmental and social factors on 620 children from an urban slum of Miraj (Maharashtra). Childhood psychopathology measurement schedule (CPMS) developed and standardized by Malhotra *et al.* (1988) was used to measure the magnitude of probable psychopathology and a schedule to record the demographic, developmental and social factors of the children. They reported that males were significantly affected more than the females and the prevalence increased significantly as the socio-economic status lowered.

Tinklin, Riddell and Wilson (2005) studied support for students with mental health difficulties in higher education in relation to the students’ perspective. The students confirmed that aspects of the higher education environment had exacerbated their difficulties. An innovative model for support was described to students. The significant relation was found between the innovative model and mental health. Also the attention paid to students with respect to changing aspects of the environment would improve the learning experience for all students.

Satoko (2005) in his study reviews social cultural aspects of mental health with a focus on depression and anti-depressants as well as cross-cultural literature regarding help seeking behavior in the treatment of depression. The Japanese mental health care system and corresponding social norms in terms of depression related issues are also reviewed. A quantitative survey method was used to collect data. An English version of the questionnaire was first constructed including the secondary scales. Attitudes toward seeking professional psychological help and the Asian values scale were used and it was translated into a Japanese version. Results indicated that there were differences in attitudes toward depression, knowledge of care availability, experience of depression and Asian values across the three groups. No differences was found regarding attitudes toward anti-depressants and professional help seeking for psychological problem.

Mathew (2005) studied potential moderators of mental health outcomes, including enduring contextual variables (e.g., post displacement accommodation and economic opportunity) and refugee characteristics and the refugee-non-refugee comparisons were averaged across
psychopathology measures within studies and weighted by sample size. The weighed mean effect was 0.41 (SD,0.02:range 1.36 to 2.91 [SE, 0.01]), indicating that refugee had moderately poorer outcomes. Post displacement conditions moderated mental health outcomes. Worse outcomes were observed for refugee living in institutional accommodation, experiencing restricted economic opportunity, displaced internally within their own country, repatriated to a country they had previously fled, or whose initiating conflict was unresolved. Refugees who were older, more educated and female who had higher pre displacement socio economic status and rural residence also had worse outcomes.

Sood (2006) found negative relationship between mental health and self-confidence of prospective secondary school teachers. Negative relationship was also found between mental health and total adjustment of prospective secondary school teachers and no difference was found between mental health of day scholars and hostlers.

Yardley et.al (2006) studied on mental health promotions. The sample was selected to include people with very different experiences of participation or non participation in falls-related interventions, but all individuals were asked about interventions that included strength and balance training. Results indicated that attitudes were similar in all countries and contexts. People were motivated to participate in strength and balance training by a wide range of perceived benefits (interest and enjoyment, improved health, mood and independence) and not just reduction of falling risk. Participation was also encouraged by a personal invitation from a health practitioner and social approval from family and friends. Barriers to participation included denial of falling risk, the belief that no additional falls-prevention measures were necessary, practical barriers to attendance at groups (e.g., transport effort and cost), and a dislike of group activity.

Abu-Rayya (2006) explored the relationship between ethnic identity, ego identity and psychological well-being among mixed-ethnic adolescents with European mothers and Arab fathers in Israel. The sample of 127 mixed-ethnic adolescents (13 to 18 years) were instructed to respond to a modified version of Phinney’s (1992) Multi-group ethnic identity measure (MEIM), Bennion and Adam’s (1986) ego identity measure (EOM-EIS) and Ryff’s (1999) psychological well-being scale. It was found that Arab and European ethnic identities, composed of ethnic
behaviours, affirmation and belonging and achievement of a sense of oneself as part of an ethnic group, were significantly positively correlated with participants’ psychological well-being. Findings revealed positive and significant relationship between Arab and European ethnic identity and psychological well-being for the mixed-ethnic adolescents. The results also suggested that ego identity status was significantly associated with the psychological well-being of mixed-ethnic adolescents.

Bharadwaj and Helode (2006) studied school adjustment as a function of neuroticism and gender of the adolescents. They reported no significant gender influence on school adjustment. The results also revealed that emotionally stable adolescents were better in school adjustment. The studies showed that mental health and adjustment are related to one other.

Kidd (2007) examines the mental health implications of social stigma as it is experienced by homeless youth. Surveys conducted with 208 youths on streets and in agencies in New York city and Toronto revealed significant associations between perceived stigma due to homeless status and sexual orientation, panhandling and sex trade involvement and amount of time homeless. Higher perceived stigma was also related to low self-esteem, loneliness, feeling trapped and suicidal ideation, with guilt/self-blame due to homeless impact on mental health variables.

Jacob and Coustasse (2008) studied school-based mental health as a de facto mental health system for children. They found direct relationship between the mental health and psychosocial needs that impede a significant percentage of children and adolescents. Also, by creating a comprehensive solution to address mental and behavioral barriers the learning is significantly improve academic performance in U.S. primary and secondary schools. Thus found the significant relationship between the children mental health and academic achievement.

Kaur (2009) found significant relationship between mental health and intelligence of student teachers. Student teachers with higher mental health were more intelligent than student teachers with low mental health. Further significant relationship was found between mental health and attitude towards teaching profession. But no significant relationship was found between mental health and theoretical values, mental health and political values and between mental health and moral values of student teachers. This was further observed in the social science and science, Punjabi and Hindi student teachers. David (2011) studied one hundred years of college mental
health and found that the first student health service was credited to Amherst College in the year 1861. It was almost 50 years later Princeton University was established and the first mental health service was provided in 1910. At that time, a psychiatrist was hired to help with student personality development. Although other schools subsequently established such services, the first 50 years of college mental health were marked by a series of national conferences. At the American Student Health Association's annual meeting in 1920, “mental hygiene” was identified as critical for college campuses to assist students to reach their highest potential. However, it took another 40 years before mental health and psychological counseling services became common on college and university campuses. The American College Health Association formed a Mental Health Section to serve mental health professionals in 1957. He found that the most of the colleges and universities have now developed mental health and counseling programs commensurate with the size of their student bodies.

Pasca and Wagner (2011) studied occupational stress, mental health and satisfaction in the Canadian multicultural workplace. In this research responses of Canadian born participants (N = 42) were compared to those of non-Canadian born participants (N = 42) with respect to a series of questionnaires addressing the variables of interest. The results suggested that, with the exception of self-reported symptoms of somatization and paranoia, non-Canadian born workers in the fields of education, healthcare and/or social work report more similarities than differences when compared to the responses of Canadian born workers. In general, the findings of this study suggested positive outcomes for non-Canadian born professionals who immigrate into Canada under the economic category.

The perusal of the studies described above amply justify that the studies on mental health of secondary school teacher are equally important since they affect the classroom learning and development of a desirable behaviour. A few studies have attempted correlation of mental health with other variables than the variables taken for the above study by the investigator. Only a few to name Fenton and Hicks (1934); Mathur (1972); Sharma (1995); Mohapatra (1989) and Kaur (2000) studied on mental health of teachers, rest other studied mental health in relation to other variables. The critical appraisal of the above studies revealed certain specific research trends in the areas of mental health.
Summarising from the review of the related research to mental health quoted above, the investigator found that in past many studies, mental health refers to our cognitive, and/or emotional wellbeing - it is all about how we think, feel and behave. Mental health affects our daily life, relationships and even your physical health (Warren 1992). Mental health also includes a person's ability to enjoy life - to adjust (Pareekh and Rao, 1971) and attain a balance between life activities and efforts to achieve psychological resilience. Poorer mental health was related to longer working hours and difficulty in maintaining financial circumstances (Roberts and Golding 1999). The findings of researches showed that good mental health helps in sustaining good relations. Also sound mental health gives high and positive attitude towards teaching profession Dhawan (1996) and support in attaining good academic achievement (Wig and Nagpal 1971) adjustment (Bharadwaj and Helode 2006).

SECTION--2

2.3 REVIEW OF LITERATURE RELATED TO SELF CONCEPT

This section deals with the review of literature related to Self-Concept. The studies done in past have been quoted in this section to find a base for the present research.

Hotfield (1964) studied the self-concept of student teachers and found a significant and positive correlation between self-concept and success in teaching which largely depended on presence of mind and intelligence of the student teachers.

Bowman (1965) found that males and females obtained significantly higher mean self-concepts in the sixth and eighth grade than in fourth and sixth. Females revealed higher mean self-concept at all grade levels than males because males were more realistic than females in their evaluation of themselves, especially when adjective check lists or ratings scale were used. Male showed more variability in their self-concept.

Sharma (1979) focused on self-concept, level of aspiration and mental health as factors in academic achievement. A sample of 1060 students selected randomly from X, XI and XII grades of schools of Uttar Pradesh was studies. Piers – Harris children’s self-concept scale, Ansari and Ansari’s LA coding test, Asthana’s adjustment inventory, to measure the mental health and personal data schedule were used for data collection. He reported a significant difference in self-
concept and mental health among boys and girls were found to be better adjusted in the age of 13 and boys adjusted better in late adolescence (16+ to 18+ years). Similarly the results obtained by Pandey and Tiwari (1982) showed that younger age group (14 – 16 years) had better social adjustment than the older age group (17 -18 years). The high and low groups on various areas of self-concept differ significantly on mental health. Mental health was found to be positively correlated to self-concept.

Marsh, Smith and Barne (1984) studied multidimensional self-concepts as relationships with inferred self-concepts and academic achievement. The data were collected from 559 fifth grade students. The Self-Description Questionnaire (SDQ) clearly identified the eight facets of self-concept. Student/teacher/peer agreement was statistically significant for most self-concept dimensions, and agreement on any one dimension was relatively independent of agreement on other dimensions. Academic achievement scores (both objective test scores and teacher ratings) were significantly and positively correlated with self-concepts based upon self-reports in academic areas, but not in nonacademic areas. However, students' own self-reports more clearly separated self-concepts in Reading and Math (r = 0.01) than did responses by peers (r = 0.52) or by teachers (r = 0.70), or the actual achievement measures (r = 0.61). The findings of this study demonstrate that the formation of self-concepts was affected by different processes than the self-concepts inferred by significant others, that academic self-concepts are affected by different processes than the academic achievements which they reflect, and that self-concept cannot be adequately understood if its multidimensionality is ignored.

Delongie (1985) studied the stress, mental health and self-concept. He observed that everyday stress was linked with depression somatic symptoms and health problems. Results indicated that those who received low emotional support from family, friend, and co-workers were about twice as likely to developmental health problems as compared to those who received high emotional support.

Marsh et.al (1989) investigated the transition from single-sex to co-educational high schools in relation to teacher perceptions, academic achievement, and self-concept. The results were presented in three parts: (1) the impact of the transition from the perspective of teachers and staff who taught at the schools before, during, and after the transition; (2) the performance of Year 10
students on externally moderated examinations in English and mathematics before, during, and after the transition, and (3) student responses to a multidimensional self-concept instrument before, during, and after the transition. In each part the differential effects of the transition on boys and on girls were examined. The findings suggest that the transition benefited both boys and girls in terms of multiple dimensions of self-concept and that these benefits were not at the expense of academic achievement for either boys or girls. Larson (2000) found that there were significant differences in higher sense of self-concept and work.

Anita (1994) provided an insight into the gender-differences in adolescent’s self concept and adjustment. It was depicted from the results that girls better adjusted in emotional, social, educational and total areas of adjustment compared to boys. Similarly, Muni and Pavigrahi (1997) found that girls were better adjusted in all the areas of adjustment pattern than boys. They examined the effect of maternal employment on adjustment on a total of 80 children (40 boys and 40 girls) from 6th and 7th grades of two different schools of Berhampur, Orissa, having equal number of employed mothers and housewives.

Gupta and Paul (1998) found the self-concept of male students was better than that of female students before and after the teaching practice self-concept of urban was low than rural students who had high self-concept. There was not effect of teaching practice on rural students whereas urban student’s self-concept was affected by the teaching practice.

Hay et.al (1998) investigated the educational characteristics of students with high or low self-concept. The sample of 515 preadolescent students from 18 coeducational schools was taken. Students differed significantly high or low in self-concept were compared using standardized tests in reading, spelling, and mathematics, and teacher interviews to determine students' academic and nonacademic characteristics. Compared to students with low self-concept, students with high self-concept were rated by teachers as being more popular, cooperative, and persistent in class, showed greater leadership, were lower in anxiety, had more supportive families, and had higher teacher expectations for their future success. Teachers observed that students with low self-concept were quiet and withdrawn, while peers with high self-concept were talkative and more dominating with peers. Students with lower self-concepts were also lower than their peers
in reading, spelling, and mathematical abilities. The findings support the notion that there is an interactive relationship between self-concept and achievement.

Hinde et al. (2001) studied the relationships with the self-concept and found that relationships have properties which are not relevant to interactions or to the behavior of individuals, and may require additional principles of explanation. This has led to an emphasis on relationships as linking individuals. They argued on relationship processes which occur due to the heads of individuals, with the participants having their own idiosyncratic views of the relationship as well as a shared one. They found that relationship is both affected by and affects the self-concepts of the participants, so that the influences of the self-concept may be critical for understanding the properties and dynamics of relationships. Furthermore, consideration of the self-concept can assist in the integration of different but not necessarily incompatible explanations for the same relationship phenomena.

Ireson and Hallam (2005) studied pupils' liking for school as ability grouping, self-concept and perceptions of teaching. A stratified sample of 45 mixed secondary comprehensive schools was selected for the research. Schools represented a variety of ability-grouping practices in the lower school (Years 7–9), from completely mixed-ability to setting in all academic subjects. Pupils completed a questionnaire containing items on their self-concept, liking for school, and their perceptions of teaching in English, mathematics, and science. Data on pupils' gender, ethnic origin, social disadvantage and attainment was also collected. The properties and correlates of scales indicating pupils' liking for school and their perceptions of teaching in English, mathematics, and science are established. The findings show that Liking for school is greater among girls, pupils with higher academic self-concepts, and those with more positive perceptions of teaching. Pupils are more positive about teaching they experience in English than in mathematics or science. When other variables are statistically controlled, there is no significant effect of the extent of ability grouping in the school as a whole. Affective aspects of learning should not be neglected in the drive to raise standards.

Liu, Wang and Parkins (2005) studied a longitudinal study of students' academic self-concept in a streamed setting in Singapore context. The main aims of the study were to examine the effect of streaming on (a) the students' academic self-concept immediately after the streaming process,
and at yearly intervals for 3 consecutive years, and (b) the changes in students' academic self-concept over a 3 year period. The sample comprised 495 Secondary 1 students (approximate age 13) from three government coeducational schools in Singapore. They used a longitudinal survey a self-reported questionnaire. Results showed that the lower-ability stream students had a more negative academic self-concept than the higher-ability stream students immediately after streaming, but they had a more positive academic self-concept 3 years after being streamed. In addition, it was established that the students' academic self-concept declined from Secondary 1 to Secondary 3. Nonetheless, the decline was more pronounced for the higher-ability stream students than the lower-ability stream students. They concluded that Streaming may have a short-term negative impact on lower-ability stream students' academic self-concept. However, in the long run, being in the lower-ability stream may not be detrimental to their academic self-concept.

Liu and Wang (2008) studied the home environment and classroom climate in relation to students’ academic self-concept in a streamed setting, Pearson product–moment correlation and Fisher’s z r transformation showed that there were significant differences in the strength of the relationships between higher- and lower-ability stream students’ academic self-concept and their perceived home environment and classroom climate. In addition, stepwise multiple linear regressions established that lower-ability stream students’ perceived teachers’ expectations had more consistent and substantial impact on their confidence level than that of their higher-ability stream counterparts. In comparison, higher-ability stream students’ perceived parental academic support had more consistent impact on their academic self-concept than that of their lower-ability stream peers.

Möller, Streblow and Pohlmann (2009) studied the achievement and self-concept of students with learning disabilities. They assumed that, besides social comparisons with their classmates, students engage in intra individual, dimensional comparisons, comparing their own achievement in one subject with their achievement in other subjects. These dimensional comparison processes are assumed to result in negative paths from achievement in one subject (e.g., math) to self-concept in another (e.g., the verbal domain). In a study with N = 270 students the investigator investigated the generalizability of the I/E model to students with learning disabilities. Analysis showed positive correlations between math and German achievement and positive effects of achievement in both subjects on the corresponding domain-specific self-concept. Verbal and
math self-concepts were almost uncorrelated. Moreover, there were negative effects of achievement in one domain on self-concept in the other. Our results therefore indicate that the I/E model can be generalized to students with learning disabilities.

Peixoto and Almeida (2010) studied the relationship between self-concept, self-esteem and academic achievement as strategies for maintaining self-esteem in students experiencing academic failure which shows that despite differences in academic self-evaluation, students’ global self-representations do not differ as a result of their grades at school. In this study, they analyse the strategies that underachievers used to maintain their self-esteem at an acceptable level. The participants were 955 adolescents in the 7th, 9th and 11th grades at four secondary schools in Lisbon. Three hundred fifty-two of these students had retaken a year at least once in their school careers, whilst 603 had never done so. The data comprised of both a self-concept scale and a scale for evaluating attitudes towards school. Results showed that self-esteem was maintained through positive self-representations in non-academic facets of self-concept and/or by devaluing school-related competences. They also showed that younger students were less likely to maintain self-esteem by devaluing the school experience.

Marsh and Martin (2011) studied the self-concept and academic achievement as related with causal ordering. They examined support for the reciprocal effects model (REM) that deposits academic self-concept (ASC) and achievement. This research was a theoretical emphasis on multidimensional perspectives that focused on specific components of self-concept and a methodological focus on a construct validity approach to evaluating the REM. It was concluded that there is an increase in ASC lead to increases in subsequent academic achievement and other desirable educational outcomes. Findings confirm that not only was self-concept an important outcome variable in itself, it also played a central role in affecting other desirable educational outcomes. Implications for educational practice were discussed.

Concluding from the review of the related research quoted above, the investigator found that in past many studies related to self-concept were taken as to how we think about and evaluate ourselves. If the people have higher sense of self-concept his output towards work will be better. Larson (2000) studied that if people show depression the attitude towards self-concept becomes low Pathman (1990) is of the view that it is an important term for both social psychology and psychosocial well-being Stein (1995) studied that self-concept helps in assisting and integrating
relationship and its phenomena. Hinde, Finkenauer and Auhagen (2001) found self refers as to how someone thinks about or perceive themselves.

SECTION--3

2.4 REVIEW OF LITERATURE RELATED TO BURNOUT

Greenglass and Burke (1988) examined work and family precursors of burnout in teachers in relation to sex differences. Results indicated that men were significantly higher than women on one of the Maslach burnout subscales—depersonalization. Additional results showed that women experienced significantly more depression, headaches, and role conflict than their male counterparts. Multiple regression results indicated that 47% of the variation in burnout was accounted for by a model of burnout that included role conflict, marital satisfaction, work sources of stress, and social support in women. But in men, the main contributor to burnout was sources of stress including doubts about competence and problems with students.

Swenson-Donegan (1990) analysed burnout rates among special education teachers across special day class category, organization and site variation. Results showed mean scores of all burnout and in the low range on the depersonalization subscale. Whereas the country teacher’s group scored significantly lower than district teachers. When the teachers were grouped by student categories no significant difference was found on any subscale of MBI. Significant differences were found between some groups on the personal accomplishment subscale of MBI. The investigator further revealed that special education teachers employed by the state of isolated sites exhibited significantly higher rates of burnout measures than did their counterpart.

Andrews (1991) examined stress, job-satisfaction and burnout of 50 Bilingual and 57 only English teachers at the elementary level of three public school districts in Southern California and found that Bilingual teachers perceived higher levels of stress and burnout than the English teachers. There was no significant difference in job-satisfaction of Bilingual and English teachers. Stress was found to be correlated in the areas of emotional exhaustion and personal accomplishment for both Bilingual and English teachers.

Eaton (1991) conducted a study on whether observational feedback had any effect on burnout levels on elementary physical education teachers. At the beginning of the session, burnout levels
were measured on 12 elementary physical education teachers. They were then divided into three groups, two of which perceived different kinds of observational feedback. The results showed no differences in the two groups receiving feedback and no differences between either of them and the control group. Burnout levels failed to change significantly during the course of the school session for all the teachers.

Capel (1992) studied the Stress and Burnout in Teachers of Zusammenfassung. For this purpose she studied 405 middle, upper, high school and sixth form college teachers in one local education authority in England. She found Stress and burnout were generally low, but individual, e.g. locus of control, stability of personality; environmental, e.g. too much work, taking extra-curricular activities, taking work home to do more often; and psychological, e.g. role conflict, role ambiguity; variables correlated with stress and burnout. Multiple regression analyses showed that high anxiety, spending more hours on work at home each time it was taken home and high role conflict collectively predicted stress, and high anxiety and high role conflict collectively predicted burnout. Role conflict, locus of control, stability of personality and anxiety were among the variables that accounted for significant differences in stress and burn out. There were no significant differences between head teachers and subject teachers or men and women on stress or burn out. Results indicated that although individual stress and burnout management was important, elimination of stress and burnout was not possible without action to reduce/ eliminate environmental Stressors. Further studies could include case studies of a particular school, or studies of stress in students to determine whether it was possible to anticipate who was more likely to experience stress and burnout.

Cheuk and Wong (1995) studied stress, social support, and teacher burnout in Macau. The teachers in Macau encountered difficulties in their work, the extent to which the job-related difficulties would induce burnout, and whether or not social support could buffer the adverse effects of stress on burnout. In-service teachers enrolled in a teacher training program filled out questionnaires addressing the variables of interest. The results indicated that difficulties with fellow teachers, supervisors, students, and parents of students were associated with burnout. Conjectures were made regarding the non-effectiveness of social support.

Burke, Greenglass and Schwarzer (1996) studied the effects of work stress, social support, and self-doubts on burnout. This is a longitudinal study in which, 362 teachers and school
administrators were examined. It included antecedents and consequences of psychological burnout. Antecedents included red tape, disruptive students and lack of supervisor support. Consequences of burnout included heart symptoms and depressive mood. Respondents completed questionnaires sent to them at their schools two points in time, one year apart. Data analyses indicated that the predictors had significant relationships with burnout levels one year later, and that burnout served as a mediator between the predictors and emotional and physical health outcomes.

Menon, Dutt and Dhir (2001) categorised factors contributing to teachers burnout in polytechnics of the Haryana and identified three group related to Organisational, job related and personal factors. No significant difference was observed between engineering and non-engineering teachers. Burnout among male teachers, were likely to be more than female teachers, older teachers and young teachers respectively. Burnout of the teachers was more in private polytechnic than in the government polytechnics.

Pines (2002) studied teacher burnout as a psychodynamic existential perspective. This study was based on the assumption that people seek a sense of existential significance through their work and have psychodynamic reasons for their career choice. Ninety-seven Israeli teachers were interviewed using both quantitative and qualitative measures. Results showed a significant correlation between lack of significance in teaching and burnout. The qualitative data suggest a tentative relationship between critical childhood experiences and the choice of a teaching career and between goals and expectations when entering teaching and the causes of burnout. Four samples of American teachers were used for a cross-cultural comparison. The lower level of the Israeli teachers' burnout when compared with the American teachers, despite more stressful work conditions, was interpreted as further support for the relevance of the existential perspective to teacher burnout.

Cushman and West (2006) studied precursors to college student burnout on a sample of more than 350 students were surveyed to access students' perceptions of what constitutes burnout as well as the extent to which burnout exists in their lives. A constant comparison method was employed to analyze the students' comments, and five categories of antecedent conditions emerged: assignment overload, outside influences, lack of personal motivation, mental and physical health, and instructor attitude and behavior. The significant relationship was found
between student burnout mental health and physical health. Also, significant relationship occurred between student burnout and instructor attitude and behavior.

Goddard, O’Brien and Goddard (2006) investigated work environment predictors of beginning teacher burnout. In this study various elements of school environments were explained. The variance in burnout scores was a sample of university graduates from Brisbane, Australia, two years after they commenced work as teachers. Using a longitudinal survey methodology, 79 beginning teachers completed the Maslach Burnout Inventory (MBI) on four occasions over a two-year period, first, six weeks after they commenced work as teachers and finally, in the concluding term of their second year of teaching. Beginning teachers also completed the work environment scale each time they were surveyed. The revised Eysenck personality questionnaire was administered when the graduates were first surveyed. In a series of hierarchical regression analyses, reports of how innovative the work environment was perceived to be added significantly to the explanation of variance in all three MBI subscales after first controlling for initial levels of burnout and the personality trait Neuroticism.

Siebert (2006) studied personal and occupational factors in burnout among practicing social workers. The sample of practicing social workers (N = 751) was taken. The findings showed a current burnout rate of 39% and a lifetime rate of 75%. Regression analyses calculated burnout as ($R^2 = 0.45$). Researchers, practitioners, managers, and educators should take an active role in understanding and addressing the multiple influences on burnout among social workers.

Stoeber and Rennert (2008) investigated perfectionism in school teachers in relations with stress appraisals, coping styles, and burnout. A sample of 118 secondary school teachers completed multidimensional measures of perfectionism, stress appraisals, coping styles, and burnout. Multiple regression analyses showed that striving for perfection was positively related to challenge appraisals and active coping and inversely to threat/loss appraisals, avoidant coping, and burnout whereas negative reactions to imperfection were positively related to threat/loss appraisals, avoidant coping, and burnout and inversely to challenge appraisals and active coping. Perceived pressure to be perfect showed differential relationships depending on the source of pressure: Whereas pressure from students was positively related to loss appraisals and pressure from students’ parents was positively related to burnout, pressure from colleagues was inversely related to threat appraisals and burnout. The findings suggest that striving for perfection and
perceived pressure from colleagues do not contribute to stress and burnout in teachers, whereas negative reactions to imperfection and perceived pressure from students and students’ parents may be contributing factors.

Tomic and Tomic (2008) studied existential fulfillment and burnout among principals and teachers. The aim of the current study was to determine the prevalence of burnout in primary education teachers and primary school principals and to explore the relationship of existential fulfillment to self-reported burnout scores. Random samples of 215 teachers and 514 principals participated in a cross-sectional study using an anonymous, mailed survey. Two questionnaires were used in both studies. The Dutch version of the Maslach Burnout Inventory for teachers was used to assess the teachers’ and principals’ burnout level. Second, existential fulfillment was measured by the Längle, Orgler and Kundi Existence Scale. The results of the present study indicated that teachers’ and principals’ existential fulfillment is related to their burnout level. Lack of existential fulfillment was an important burnout determinant. Unfortunately, this concept has been neglected to date. Existential fulfillment may be a significant and usable point of departure for devising psychological interventions aimed at teachers and principals.

Gustafsson, Kenttä & Hassmén (2011) studied athlete burnout as an integrated model and future research directions. They found an integrated model of athlete burnout as significant in relation to antecedents, early signs, consequences, and factors related to personality, coping and the environment. Thereby stimulate empirical research to further advance the knowledge base.

Newell and Gordon (2011) examined a comparative analysis of burnout and professional quality of life in clinical mental health providers and health care administrators. They took a sample of mental health professional staff in one southern Veteran’s Affairs hospital compared to a sample of administrative staff in the same setting. The significant differences were found in the experience of professional burnout, compassion fatigue, and compassion satisfaction between these two groups. Also, significant relationship was found between burnout, mental health and the clinical providers who experiencing higher levels of stress. Overall, participants in this sample scored high on the measure of compassion satisfaction. However, significant symptoms of burnout and compassion fatigue were also noted.

Sowmya and Panchanatham (2011) studied job burnout as an outcome of organisational politics in banking sector of Chennai. Burnout was measured by a six-item scale taken from Maslach
Burnout Inventory-MBI (Maslach and Jackson, 1986). A t-test has been done to find out the major reason contributing to Job Burnout in an organization. From the t-test it can be concluded that the public sector and private sector bank employees always felt that their efforts have been totally used and they employed their hard work with extensive commitment. They also profoundly believed that they have been tethered by various responsibilities and commitment in the work environment. The public sector and private sector bank employees sometimes felt that they were emotionally drained and burned out by their work and at times felt strained to work with people.

Summarizing from the review of the research related to burnout quoted above, it was found that in past many studies have been done on burnout and that burnout was a multifaceted phenomenon which causes feelings of fatigue and disengagement. It effects every person in his work for example teachers encountered difficulties in their work, like the job-related difficulties which induce stress, the adverse effects of stress was burnout Cheuk, and Wong(1995). The consequences of psychological burnout included heart symptoms and depressive mood results in bad emotional and physical health outcomes Burke, Greenglass, and Schwarzer (1996). Thus, burnout played a fundamental role in the lives of everyone. The negative effects of burnout spill over into every area of the life- including the home and social life. Burnout can also cause long-term changes in the body. Because of its many consequences, the investigator felt an important need to study it.

SECTION--4

2.5 REVIEW OF LITERATURE RELATED TO ORGANISATIONAL CLIMATE

Carveth (1984) examined the effects of mental health and specified personal, organizational variables on teacher burnout. The purpose of the study was to investigate whether
personal/organizational correlates of elementary teacher burnout could be identified. Personal accomplishment measure of burnout was best accounted for by three behaviour characteristics and twelve personal organizational factors.

Samad (1986) found that teacher in more open climate schools were more satisfied with the facilities provided in schools than teachers in less open climate schools. No significant differences were found between teachers working in open climate schools and teachers working in less open climate schools. A significant positive correlation was found between the dimension of thrust and sub-scales of job satisfaction viz., principal, manager, colleagues, emoluments, facilities, students, miscellaneous, regarding personal characteristics.

Martin and Steven (1998) studied relation of Organizational and Individual factors influencing job satisfaction and burnout of mental health workers. They surveyed Two hundred family/children and psychiatric workers of seven social service organizations. Instruments used were the minnesota satisfaction questionnaire, the maslach burnout inventory, and the staff burnout scale for health professionals. They reported levels of job satisfaction and burnout were within normal limits. Psychiatric and family/children workers reported equal job satisfaction levels, but the latter group reported significantly higher burnout levels. Both groups were particularly satisfied with the amount of praise delivered by supervisors and were reportedly dissatisfied with salary levels and promotional opportunities. These three factors were strongly associated with job satisfaction and burnout levels of both groups.

Breckenridge (2000) studied that the dependent variables of leadership style, cognitive style and perceptions of organizational climate are linked to organizational effectiveness. Additionally these variables were influenced by the independent variables of training, age and tenure with the organization. The cognitive style findings suggested that ones’ cognitive style does not appear to change as people grow older, but instead remained relatively stable. Effective leadership was linked to leadership style, cognitive style and organizational climate.

Capps (2001) studied that the organizational climate did have a predictive capability with member’s job satisfaction and performance perceptions at each of the three levels. At the individual level (N = 7029), leadership, training, team work and job characteristics are important in military members’ perceptions of the dependent variables. Similarly at the squadron-level
Military members' job satisfaction can be predicted by the climate measures, training, supervision resources and job characteristics. Teamwork and job characteristics have the largest effects on perceptions of squadron-level performance. Finally, the cross-level analyses (N=7029), show squadron-level climate effects have an additional predictive capacity, over and above the individual level effects in members' job satisfaction and performance perceptions. Regression analysis failed to show a significant relationship between climate and the operational performance indices. However, job-satisfaction and one of the flying metrics (flying schedule effectiveness) did reach statistical significance in a correlation analysis. Hence military climate does have an effect on organizational outcomes most notably in member's effective responses to job satisfaction and performance perception.

Mosser (2001) examined the relationship between the leadership frames of nursing chairpersons and the organizational climate of nursing departments as perceived by the nursing faculty. Findings indicated that faculty members perceived their chairpersons to use the human resource frame the most followed by the structural frame, the symbolic frame and the political frame. Statistically significant relationships were demonstrated between single frame nursing chairperson leadership styles and organizational climate domains and between the various combinations of leadership frames of nursing chairpersons and organizational climate domains. Nine low but statistically correlations were found between chairperson leadership frames, organizational climate domains and selected demographic variables. The organizational climate of the nursing department was affected by the leadership style of the department's chairperson.

Smith, Burke and Landis (2003) examined organizational climate as a moderator of safety knowledge–safety performance relationships. The two organizations in the U.S. nuclear waste industry were examined. The results showed significant relationships between the less restrictive (more supportive) organizational climates and performance. The implications of these findings help for promoting safe work behaviors through the creation of a positive and strategically focused organizational climate.

Burton, Lauridsen and Obel (2004) studied the impact of organizational climate and strategic fit and firm performance. They developed a measure of organizational climate comprised of
tension, resistance to change, and conflict, and found that at least for some pairings of a firm's climate and its strategy, there is a negative effect on return on assets (ROA).

Patterson et.al. (2005) described validating the organizational climate measure as links to managerial practices, productivity and innovation. The development and validation of a multidimensional measure of organizational climate is measured through the Organizational Climate Measure (OCM) scale, based upon Quinn and rohrbaugh's competing Values model. A sample of 6869 employees across 55 manufacturing organizations was taken. The OCM scale measures the acceptable levels of reliability and was factorially distinct. Concurrent validity was measured by correlating employees' ratings with managers' and interviewers' descriptions of managerial practices and organizational characteristics. Predictive validity was established using measures of productivity and innovation. The OCM also discriminated effectively between organizations, demonstrating good discriminant validity. The measure offers researchers a relatively comprehensive and flexible approach to the assessment of organizational members' experience and promises applied and theoretical benefits.

Griffith (2006) examined a compositional analysis of the organizational climate as a performance related to public schools as organizations. He studied the specific aspects of organizational climate related to job satisfaction, employee turnover, and organizational performance in public elementary schools. Survey data were obtained from school staff and students and from school district archives. Hypotheses tested included: (1) Employee perceptions of organizational climate and job satisfaction, when aggregated to an organizational level, would represent group-level constructs; (2) Employee perceptions of positive organizational climate would be associated with higher levels of job satisfaction and organizational performance and with lower levels of employee turnover; (3) relations of organizational climate to organizational performance and to employee turnover would be mediated by employee job satisfaction; and (4) employee perceptions of positive organizational climate and job satisfaction would be associated with less achievement disparity between minority and non-minority students. Study results supported all but one hypothesis. There was no evidence for the mediating effects of job satisfaction on relations of organizational climate to organizational performance and to employee turnover. Results were consistent with the broader organizational literature, which had shown the
importance of orderly work environments, collegial relations, and supportive leaders for effectively functioning groups and organizations.

Hemmelgarn, Glisson and James (2006) studied organizational culture and climate in relation to implications for services and interventions research. They observed two dimensions of an organization's social context, climate and culture that have been shown to be particularly important to human service quality and outcomes and reviews current organizational research to identify the potential mechanisms through which climate and culture influence the adoption and implementation of evidence-based practices (EBPs) in mental health. The significant relationship was found between the organizational culture and climate. Also organizational culture and climate had significant impact on evidence-based practices (EBPs) and children's mental health.

Schulte, Ostroff and Kinicki (2006) investigated organizational climate systems and psychological climate perceptions as a cross-level study of climate-satisfaction relationships. This Research has consistently demonstrated that both individual-level climate perceptions and organizational climate were related to job satisfaction. They took the sample of 1076 employees from 120 branches of a US-based bank; the relative importance of individual- and unit-level climate on individual satisfaction was examined. Cross-level results of hierarchical linear models indicated that individuals' perceptions of the climate accounted for a large percentage of variance in individuals' satisfaction. Further, unit-level climate systems accounted for a small but significant portion of individual satisfaction above and beyond individuals' perceptions of the climate. These results suggest that the overall climate in a work unit has some influence on individual attitudes, after accounting for individuals' idiosyncratic perceptions of the climate.

Thus, a firm's organizational climate means its degree of trust, morale, conflict, rewards equity, leader credibility, resistance to change, and scapegoating—helps determine its success. Likewise, organizational strategy—the firm's commitment to capital investment, innovation, quality, and the like—has also been found to be an important determinant of firm performance. However, prior work has most often explored the impact of climate and strategy separately, and not in tandem.

Gül (2008) studied organizational climate and academic staff’s perception on climate factors. He aimed to find out how managers and academicians working in the organization perceived their
organization and how they responded to the variations arising from climatic changes in the organization. The data were collected from 146 academicians by Kocaeli University. Organizational Climate Questionnaire (KUOCQ) measuring five factors- “rules and discipline”, “democracy”, “social and cultural factors”, “organizational image” and “organizational goals”. Reliability coefficient of questionnaire was 0.97. The findings showed that there was a significant difference in five dimensions between academicians who were in the post of management and those who were not: managers scored more than the rest. Moreover, the findings showed that “gender” and “academic title” were not important in the perception of organizational climate. When evaluated in general, it was obviously seen that it was necessary for the managers to make all academicians informed about the decisions and the situation of organization in order to create an atmosphere of mutual trust. Suggestions were made about what should be done to achieve effective organizational climate and to help academic staff have a positive approach to more positive organizational climate and to remove post inequity between managers and academicians.

Hong and Kaur (2008) examined a relationship between organizational climate, employee personality and intention to leave in the Malaysian context. Four organizational climate dimensions were chosen for this study, i.e. structure, responsibility, rewards and support. Dominance and sociability were the personality dimensions chosen and its moderating effects were on the relationship between organizational climate and intention to leave. Study results revealed that organizational climate has a significant association with employees’ intention to leave. All the four organizational climate dimensions had significant negative correlations with employees’ intention to leave. Meanwhile, both the dominance and sociability personalities were found significantly moderating the relationship between organizational climate and employees’ intention to leave.

Raza (2010) studied the relationship between organizational climate and performance of teachers in public and private colleges of Punjab. The sample from the population was collected by using random sampling technique. The sample was consisted of 100 degree colleges (70 Public + 30 Private); their heads, five teachers and fifteen students from each college were also included in the sample. The total was 100 heads, 500 teachers and 1500 students. In order to measure the variables the research instruments were the questionnaires for heads, teachers and students of
sampled degree colleges. Data collected from sampled colleges was tabulated, analyzed and interpreted by applying mean, standard deviation, standard error of mean, coefficient of correlation and t-test techniques in the light of the objectives of the study. It was concluded that majority of the public and private college principals opined that open climate was very highly positive correlated to teacher performance but paternal and closed climates were negatively correlated to teacher performance. As compared to public college principals, private college principal like closed climate in their institutions. Majority of the public and private college teachers disliked closed climate. Teachers of both systems liked the thrust behaviour of their heads and disliked aloofness behavior of their heads. Majority of public and private college students held that their teachers did not explain subject matter with daily life examples. Teachers did not use effective teaching aids. Teachers did not try to assess student’s level of understanding.

Ashok and Mohan (2011) studied the organizational climate and attitude of teachers. The present study was an attempt to find out the prevailing organizational climate in the secondary school of Tamil Nadu and the impact of this climate on the attitude of the teacher towards the teaching profession. The population of the study consisted of 3511 secondary schools- both junior (class VIII, IX and X) and higher secondary (class XI and XII)- located in the fourteen revenue district of Tamil Nadu. Out of the total number of secondary schools only 105 were selected using stratified random sampling technique. The stratification of schools was based on type of management (government/private aided), locality (rural/urban), sex enrolment (boys/girls/co-education) and size of the schools (small/large). The sample for the study consists of all the teachers – both male and female – from the selected 105 secondary schools. Selection of teachers was made using cluster sampling technique. Data on Organizational climate of the schools was collected using Organizational Climate Description Questionnaire (OCDQ) developed by Halpin and Croft (1963). Teacher Attitude Scale developed by the researcher was used to measure the attitude of the teachers. The results were used to interpret the nature of the human relationship in the educational institutions and the utilization of physical and human resources in the existing system of secondary education in the state.

Thus, a firm's organizational climate means its degree of trust, morale, conflict, rewards equity, leader credibility, resistance to change, and scape goating—helps determine its success.
Likewise, organizational strategy—the firm's commitment to capital investment, innovation, quality, and the like—has also been found to be an important determinant of firm performance. However, prior work has most often explored the impact of climate and strategy separately, and not at random. The perusal of the studies described above amply justify that the studies on organizational climate of the polytechnic teachers are equally important as they affect the learning and development of desirable behaviour.

As per review of the literature quoted above it was found that past many studies have been done to find out the relationship between early work experience and adolescent mental health and behavioral adjustment Mortimer et al. (1992), to study the Effects of Economic Circumstances on British Students' Mental and Physical Health Roberts’s et.al (1999), the effect of religion on mental health Sirohi (2002), Mental Health and Aging in the 21st Century Knight and Sayegh (2011) . Similarly various studies have also been done to provide insight into gender-differences in adolescent’s self-concept and adjustment Anita (1994), Schema Model of the Self-Concept Stein (1995), in the Educational characteristics of students with high or low self-concept Hay & et.al (1998), the Relationships and the self-concept Hinde & et.al (2001), Organizational climate as a moderator of safety knowledge–safety performance relationships Smith, Burke and Landis (2003), studied the impact of organizational climate and strategic fit on firm performance Burton, Lauridsen and Obel (2004), Relationship between Organizational Climate, Employee Personality and Intention to leave Hong and Kaur (2008), effect of observational feedback on burnout levels on elementary physical education teachers Eaton (1991), teacher burnout over time as Effects of work stress, social support, and self-doubts on burnout and its consequences Burke, Greenglass_and_ Schwarzer (1996)

But, what one notices is the meagre research done or the absence of studies done so far by taking all or any of these variables together. Ever since the investigator manifested interest in studying the area of organizational climate, it was realised that concerned and sincere efforts must be made in this direction for several reasons. So in this present study, the investigator has made an effort to do research on the topic. A STUDY OF MENTAL HEALTH, SELF-CONCEPT AND BURNOUT OF POLYTECHNIC TEACHERS IN RELATION TO ORGANIZATIONAL CLIMATE.
2.6 EMERGENCE OF THE PROBLEM

The climate of any organization (institution) is affected by the mental health of the leader (administrator), his personality, maturity, roles and activities performed by him. It is the leader of the organization, who frames policies, takes decisions, sets goals and makes efforts to achieve them. This affects the performance of the employees, their self-concepts and burnout in the institution. A good teacher helps in the upliftment of the institution and a not good teacher helps vice-versa. Hence teachers have a real impact on the organization as it stimulates the organizational activities in an appropriate way. Considerable research studies indicate that the organizational climate and its effectiveness is linked. Whereas Capps and Charles George (2001) studied that Organizational Climate of nursing department and found it does have a predictive capability with job satisfaction and performance perceptions. Mosser, Nancy Rowland (2001) examined the relationship between the leadership frames of nursing chairpersons and Organizational Climate of nursing department. Whereas Eaton (1991) studied whether the observational feedback had any effect in burnout levels on elementary physical education teachers; Andrews (1991) examined stress, job satisfaction and burnout of 50 Bilingual and 57 only English teachers at the elementary level. The open and the closed organizational climate of any institution effects the teachers mental health, his self-concept and the burnout of the teachers or its employers Hotfield (1964) investigated self-concept and success in teaching, Anderson and Lwanicki (1981) in the self-esteem and burnout, Fibkins (1983) helping to reduce burnout, Only Carveth (1984) examined effects of mental health and organizational variables on teachers burnout. Smith (1998) examined the relationship between teachers’ perception regarding the mental health of school principals and organizational climate. Gonzales & et. al. (2004) studied the Mental health and self-concept of adolescents. But the investigator did not come across any study whether in India or outside conducted on the impact of organizational climate on mental health, self-concept and burnout of polytechnic teachers of Punjab State together with all these variables. Hence, the present study was undertaken to study the mental health, self-concept and burnout of polytechnic teachers in relation to organizational climate.

2.7 STATEMENT OF THE PROBLEM

A STUDY OF MENTAL HEALTH, SELF-CONCEPT AND BURNOUT OF POLYTECHNIC TEACHERS IN RELATION TO ORGANIZATIONAL CLIMATE
2.8 OBJECTIVES

The present study was conducted with the following objectives:

- To study the relationship of Organizational Climate of Polytechnic Teachers with Mental Health.

- To study the relationship of Organizational Climate of Polytechnic Teachers with Self-Concept.

- To study the relationship of Organizational Climate of Polytechnic Teachers with Burnout.

- To study the relationship of Mental Health of Polytechnic Teachers with Self-Concept.

- To study the relationship of Mental Health of Polytechnic Teachers with Burnout.

- To study the relationship of Self-Concept of Polytechnic Teachers with Burnout.

- To ascertain conjoint contribution of Mental Health, self-concept and burnout to the total variance in the Organizational Climate of Polytechnic Teachers.

- To compare the Organizational Climate of Male and Female Polytechnic Teachers.

- To compare the Organizational Climate of Government and Private Polytechnics of Punjab state.

- To study the Mental Health of Polytechnic Teachers with open and closed organizational climate.

- To study the Self-Concept of Polytechnic teachers with open and closed organizational climate.

- To Study the Burnout of Polytechnic Teachers with open and closed organizational climate.

- To compare the Organizational Climate of secondary school teachers in relation to varying levels of teaching experience.
• To compare the burnout of secondary school teachers in relation to varying levels of teaching experience.

• To compare the self concept of secondary school teachers in relation to varying levels of teaching experience.

• To compare the mental health of secondary school teachers in relation to varying levels of teaching experience.

• To study the interaction present among the levels of the variables on the scores of the organization climate.

2.9 HYPOTHESES

The present study was conducted to test the following hypotheses:

• There exists no significant relationship between organizational climate and mental health of polytechnic teachers.

• There exists no significant relationship between organizational climate and self-concept of polytechnic teachers.

• There exists no significant relationship between organizational climate and burnout of polytechnic teachers.

• There exists no significant relationship between mental health and self-concept of polytechnic teachers.

• There exists no significant relationship between mental health and burnout of polytechnic teachers.

• There exists no significant relationship between self-concept and burnout of polytechnic teachers.

• The variables of mental health, self-concept and burnout will not significantly contribute to the total variance in the organizational climate of polytechnic colleges.

8(a) There exists no significant difference in the burnout of male and female polytechnic teachers.
8(b) There exists no significant difference between self-concept of male and female polytechnic teachers

8(c) There exists no significant difference between mental health of male and female Polytechnic teachers

8(d) There exists no significant difference in the organizational climate of male and female polytechnic teachers.

9(a) There exists no significant difference in the organizational climate of government and private polytechnic colleges.

9(b) There exists no significant difference in the self-concept of government and private polytechnic teachers

9(c) There exists no significant difference in the mental health of government and private polytechnic teachers

9(d) There exists no significant difference in the burnout of government and private polytechnic teachers.

- There exists no significant difference in the mental health of polytechnic teachers with open and closed organizational climate.

- There exists no significant difference in the self-concept of polytechnic teachers with open and closed organizational climate.

- There exists no significant difference in the burnout of polytechnic teachers with open and closed organizational climate.

- There exists no significant difference in the organizational climate of polytechnic teachers with varying teaching experience.

- There exists no significant difference in the burnout of polytechnic teachers with varying teaching experience.

- There exists no significant difference in the self concept of polytechnic teachers with varying teaching experience.
• There exists no significant difference in the mental health of polytechnic teachers with varying teaching experience.
• There was no significant interaction present among the levels of the variables on the scores of the organization climate

2.10 DELIMITATIONS

• The sample for the study has been delimited to the population of teachers working in Government and private polytechnics of Punjab.

• It was not possible to involve whole population, so a sample of 320 teachers was raised by employing stratified sampling technique.

• The organizational climate of polytechnic teachers was studied in relation to only three variables i.e., mental health, self-concept and burnout.
METHOD AND PROCEDURE OF THE STUDY

This chapter deals with description of sample, design, tools, procedure of data collection and statistical techniques of analysis used to test the hypotheses.

The purpose of the present study was to study, organizational climate of Private and Govt. Polytechnics of Punjab State and compare burnout, mental health and self-concept of teachers in Polytechnics with respect to following variables: (a) experience and gender, (b) Social background of the Polytechnics such as rural/urban (c) Management of Polytechnics – private/government (d) Organizational Climate – open/closed.

3.1 DESIGN OF THE STUDY

A descriptive study is concerned with functional relationship that exists opinions that are held, processes that are going on or trends that are developed (Best 1983).

In survey research data is gathered from a relatively large number of cases at a particular time. It involves a clearly defined problem and definite objectives. The present study was primarily designed through a descriptive research method which was employed to investigate the relationship of mental health, self-concept and burnout of polytechnic teachers with organizational climate. The correlation technique was employed to determine the relationship between different variables. The data was collected from the sample by administering the questionnaires mentioned above according to the instructions given in their respective manuals. The responses were scored as per directions given in the manuals of the tests.

The practical design of the study was set under the following broad headings:

- Sample of the study
- Tools employed
- Collection of the data
- Statistical Techniques

3.2 THE SAMPLE

It is not possible to collect the data from all the members of population and thus the investigator resorted to sampling technique. A sample is a miniature picture of the entire population. The
process of sampling in a survey means gathering information from the sources which tend to form a cross-section (or representative sampling) of the target population from which, if the time and expenses permitted it could be desirable to obtain data the population for the present study consisted of teachers teaching in polytechnics of Punjab state (both government and private). Stratified random sampling technique was employed by the investigator to select the sample (subgroups are gender, government/private).

The universe of enquiry of this study consists of all teachers of polytechnic of Punjab State. There are altogether 84 polytechnics in the State of Punjab, out of which 20 are fully owned by the State Government and 4 are aided/self-financed polytechnic and 60 are private. Out of these 6 polytechnics are exclusively for girls. A sample of 320 polytechnic teachers both male and female chosen by stratified random sampling technique from the government and privately managed polytechnic of Punjab State, as per detail given in table 3.1.

**Table 3.1: Distribution of Polytechnics in the Punjab State**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of Polytechnic</th>
<th>Number of Teachers selected</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>GOVERNMENT INSTITUTES</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Govt. Polytechnic, Amritsar</td>
<td>9</td>
</tr>
<tr>
<td>2.</td>
<td>Govt. Polytechnic, Batala</td>
<td>9</td>
</tr>
<tr>
<td>3.</td>
<td>Pandit Jagat Ram Govt. Polytechnic, Hoshiarpur</td>
<td>8</td>
</tr>
<tr>
<td>4.</td>
<td>Govt. Polytechnic, Guru Teg Bahadurgarh (Moga)</td>
<td>7</td>
</tr>
<tr>
<td>5.</td>
<td>Govt. Polytechnic, Bathinda</td>
<td>6</td>
</tr>
<tr>
<td>6.</td>
<td>Govt. Polytechnic, Ferozepur</td>
<td>7</td>
</tr>
<tr>
<td>7.</td>
<td>Govt. Polytechnic, Bhikhiwind (Amritsar)</td>
<td>4</td>
</tr>
<tr>
<td>8.</td>
<td>Govt. Polytechnic, Khuni Majra (Ropar)</td>
<td>8</td>
</tr>
<tr>
<td>9.</td>
<td>Govt. Polytechnic, Lehragaga (Sangrur)</td>
<td>7</td>
</tr>
<tr>
<td>10.</td>
<td>Govt. Institute of leather and footwear technology, Jalandhar</td>
<td>14</td>
</tr>
<tr>
<td>11.</td>
<td>Punjab Institute of Textile Technology, Amritsar</td>
<td>8</td>
</tr>
<tr>
<td>12.</td>
<td>Govt. Institute of Garment Technology, Amritsar</td>
<td>10</td>
</tr>
<tr>
<td>13.</td>
<td>Govt. Institute of Textile Chemistry &amp; Knitting Technology, Ludhiana</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td><strong>GOVERNMENT INSTITUTES FOR WOMEN</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Govt. Polytechnic for Women, Jalandhar</td>
<td>7</td>
</tr>
</tbody>
</table>
The study was conducted on a sample of 320 polytechnic teachers both male and female chosen by stratified random sampling technique from the government and privately managed polytechnics of Punjab State.

### 3.2.1 SAMPLING FRAME
As the population was very large in number and vastly scattered over a large geographical area, it was difficult to handle it within the limited resources of the investigator. Moreover, it seemed cumbersome to carry on the study with the whole population where a representative sample would furnish the required information. Therefore, a stratified random sampling technique was adopted in the present study.

### 3.3 TOOLS USED

The following tools are used to collect the data:

- Organizational Climate Description Questionnaire (by Sharma, Moti Lal, 1973) an Indian adaptation of OCDQ (by Halpin and Croft, 1963) was used to classify polytechnic into open and closed climate organization.

- Mental health scale constructed by Srivastava, A.K. and Jagdish (1983) was used to measure mental health status of teachers.

- The measurement of self concept by Pratibha Deo, (1971), was used to study the self-concept.

- Burnout Inventory by Menon, P.N., Dutt, S., & Dhir, B.M. (2001) was used to measure burnout of the teacher.

### 3.4 DESCRIPTION OF THE TOOLS

#### 3.4.1 Organizational Climate Description Questionnaire

The most popularly and widely used technique for the assessment of the climate of any organization is the Organizational Climate Description Questionnaire (by Sharma, Moti Lal, 1973) an Indian adaptation of OCDQ (by Halpin and Croft, 1963) was used to study the organizational climate of the polytechnics. Various researchers who studied the organizational climate of schools have employed this tool.

The rationale underlying the organizational climate description questionnaire assumes two things; First, that something actually exists which can be called description questionnaire and secondly, it is assumed that organizational climate is closely related to the perceived behaviours of teachers and the principals. The analysis of OCDQ (64 items) resulted in eight dimensions as was the case in the study of Haplin and Crofts(1963). Out of these eight dimensions four sub tests
differ in structure and content from those identified by Haplin and Crofts. The four common
dimensions are (1) Disengagement (2) Espirit (3) Intimacy and (4) Production Emphasis. These
dimensions were found similar in the structure and content in both the studies. The four new
dimensions yielded by Sharma’s (1973) study are: (1) Psychophysical Hindrance, (2) Alienation
(3) Controls and (4) Humanized Thrust. In the case of common dimensions definitions given by
Haplin and Crofts were accepted and the remaining four dimensions have been defined by
Sharma. These dimensions have further been grouped under two categories ‘Group Behaviour
Characteristics’ and ‘Leader Behaviour Characteristics’.

DEFINITIONS OF DIMENSIONS (SUB TESTS)

1. Group Characteristics:-

a) Disengagement refers to the teacher's tendency to be "not with it". This dimension describes a
group, which is "going through the motions" a group that is "not in gear" with respect to the task
in hand. This subtest focuses upon the teacher’s behaviour in a task-oriented situation.

b) Alienation refers to the behaviour patterns among the group (faculty), including the leader (the
principal), which are characterized as highly formal and impersonal. It reveals the degree to
which the principal ‘goes by the book’ and adheres to policies rather than dealing with the
teachers in an informal, face to face situation. It also indicates the emotional distance between
the group and the leader, and at the same time, among the group members.

c) Espirit refers to morale. The teachers feel that their social needs are being satisfied, and that
they are, at the same time, enjoying a sense of accomplishment in their job.

d) Intimacy refers to the teacher's enjoyment of friendly social relations with each other. This
dimension describes a social needs satisfaction, which is not necessarily associated with task-
accomplishment.

2) Leader Behaviour Characteristics:-

e) Psycho-physical Hindrances refers to the feeling among the group members that the principal
burdens them with routine duties, management demands and other administrative requirements
which they consider as unnecessary. At the same time they perceive the principal as highly
dictatorial in his behaviour. He is not adjusted to feedback from the staff; his style of communication tends to be uni-dimensional.

f) Controls refers to the degree which the principal’s behaviour can be characterized as bureaucratic and impersonal in nature: although task-oriented in behaviour, the extent to which he tries to raise the degree of effectiveness and efficiency by helping the group work towards the common goal by providing adequate operational guidance and secretarial services.

g) Production-emphasis refers to behaviour by the principal which is characterized by closed supervision of the staff. He is highly directive and plays the role of a ‘straw boss’. His communication tends to go in only one direction, and he is not sensitive to feedback from staff.

h) Humanized thrust refers to the behaviour of principal which is marked by his attempts to motivate the teachers through personal example. He does not ask the teachers to give themselves any more than they willingly give of themselves. The behaviour of the principal, though unmistakably task-oriented, is at the same time characterized by an inclination to treat the teachers humanly and tender-heartedly. He attempts to do something extra for them in humanistic terms, and consequently his behaviour is viewed favourably by the teachers.

**SCORING OF THE OCDQ**

In all there are 64 likert type items distributed over eight dimensions (sub-test). The respondents are asked to indicate the extent to which each statement characterizes their schools/institutions were defined by following categories:

1) Rarely occurs, 2) Sometimes occurs, 3) Often occurs, 4) Very frequently occurs

For scoring these four categories responses were assigned four successive integers viz.1, 2, 3 and 4 respectively. Then each respondent’s eight subtest scores were calculated by simple summation of each respondent’s items score-wise, subtest and by dividing each of the eight sums by the number of items in the corresponding subtests

**RELIABILITY AND VALIDITY**

KR-20 (Kuder-Richardson Formula) was used for calculating the coefficients of reliability (internal consistency) for each of the sub-tests. The communalities of each sub-test were also calculated. High communalities were regarded as evidence or adequacy of item sampling and consequently the communality was viewed as coefficient of equivalence. The reliability was
between 0.34 and 0.81 and validity was found between the ratings as 0.63 at 0.01 level of significance.

### 3.4.2 MENTAL HEALTH INVENTORY (1983)

Mental Health Inventory (1983) developed by Dr. A. K. Shrivastava and Jagdish was used to measure the mental health of polytechnic teachers.

The scale purports to access the extent of sound mental health or psychological well-being of the people. The inventory covers following six dimensions of sound mental health. Serial numbers of items belonging to different dimensions are given in the brackets.

- Autonomy. (3*, 10*, 14*, 38, 47*, 48*).
- Group oriented attitudes. (4, 11, 19, 21*, 26, 30*, 39, 43, 50, 55*).
- Environmental competence. (6, 16*, 17*, 22*, 29, 31, 34, 37, 52, 56).

*False - keyed items.

Specific components of the six dimensions:

- Positive self evaluation: Self confidence, self acceptance, self identity, feeling of worthwhileness, realisation of ones’ potentialities etc.
- Realistic perception: Perception free from need distortion absence of excessive fantasy – a broad outlook of the world.
- Integration of personality: Balance of psychic forces, ability to understand and to share other peoples’ emotions, ability to concentrate at work / task, interest in variety of activities etc.
- Autonomy: Stable set of internal standards for ones’ action, self control in ones’ action, dependence for own development upon own potentialities rather than on others etc.
- Group oriented attitudes: Ability to get along with others and work with others, ability to find recreation, feeling that one is safe in contact with ones’ ground members.
• Environmental competence: Efficiency in meeting situational requirements, ability to work and play, ability to carry out responsibilities, capacity for adjustment.

RELIABILITY AND VALIDITY

The reliability of the mental health inventory for the whole scale was 0.73 for 56 items and the reliability for the six sub scales varied between 0.71 and 0.79. The construct validity of the scale as reported in the manual was found to be quite satisfactory.

SCORING

The items in the inventory were rated on four point scale. The score for true keyed items ranged from 4 to 1, and for the false keyed items it ranged from 1 to 4.

3.4.3 PERSONALITY WORD LIST (PWL) BY DEO, PRATIBHA (1971, REVISED VERSION).

Personality word list (PWL) developed by Deo, Pratibha (1971) was used as a measure of self concept. This personality word list is an outcome of series of attempts to evolve a suitable word list. Originally it consisted of 212 adjectives. It was first prepared in 1963 and then revised in 1971. The personality word list in final revised version contains 90 adjectives in terms of words both in hindi and English. However for the present study its English version was used by the investigators. Out of the 90 adjectives 56 are related to positive and 34 related to negative traits, both to be scored with separate stencil hand scoring keys. The PWL can be used for age groups which possess reading ability and are mature enough to report about themselves.

Scoring: It is self-rating word list rather than a check list to be rated by the subject. The rating is done on 5 point scale as under:

• Very much like this.
• Much like this
• Uncertain
• Not much like this and
• Not at all like this.
For the rating scale the weightages for positive words for the five point scale ranging from “very much like this” to “not at all like this” were 4,3,2,1 and 0 and for the negative words 0,1,2,3 and 4 respectively. The composite score was obtained by subtracting the total negative score from the total positive scores. Scoring was done with the help of separate stencil hand scoring keys for positive and negative words.

Reliability: Reliability was estimated by test-retest method with the gap of 15 days reliability co-efficient came out to be 0.89 ( N= 595). Taking different time intervals from 15 days to 3 1/2 months coefficient of correlation ranged from 0.62 to 0.86 ( N ranging from 65 to 70 ). The correlations between consistency scores ranged from 0.84 to 0.98. These values indicate a high degree of consistency. This proves that PWL gives a stable and reliable measure of self concept.

Validity: The concurrent validity of various trades in the list ranges from 0.40 to 0.65. The overall validity coefficient of scores of Deo’s personality word list and self concept of Deo and Walia (1965) was 0.56. Moreover the discriminate validity coefficients for the trades of PWL fall in the range of 0.12 to 0.80.

3.4.4 BURNOUT INVENTORY BY MENON, P.N., DUTT, S., & DHIR, B.M. (2001)

The burnout inventory by menon, dutt & dhir, a modified version of maslach burnout inventory was used to measure the burnout of teachers as it suited to teachers in india.

The burnout inventory contains statements about the following three aspects of burnout: emotional exhausation, depersonalization and reduced personal accomplishment. It follows the likert scale technique of burnout inventory construction. Rating scale was planned in such a way that it could be used as self-administering individually as well as in groups. The burnout rating scale was prepared in English.

The inventory covers following three aspects of burnout. Serial number of items belonging to different dimensions is given in bracket:

- Depersonalization
  (2,6,11,15,17,18,22,26,27,28,29,30,33,35,36,39)

- Emotional Exhaustion
  (1,3,7,10,13,16,21,23,25)

- Personal Accomplishment
  (4,5,8,9,12,14,19,20,24,31,32,34,37,38,40)
Scoring: The items in the inventory were rated on seven point scale from never, a few times a year, once a month, a few times a month, once a week, a few times a week and every day. For positive statement/items, a maximum score of 6 was given to ‘everyday’ and 0 to ‘never’ and for negative statements/ items, it was done in the reverse order. The total score was the summation of scores on positive and negative statements.

Reliability and Validity: Reliability was done by test-retest method and was found to be 0.891 with an interval of 10 days in two administrations of the inventory. Validity was determined by the concurrent validity against Maslach burnout inventory of 1965. The correlation coefficient was found to be 0.694 which is significant at 0.01 level. As such it is a valid tool for the measurement of burnout of teachers in India.

3.6 PROCEDURE ADOPTED FOR DATA COLLECTION

The data were collected by the investigator personally from 320 polytechnic teachers of the Punjab state. The principals of the respective polytechnics were requested for obtaining permission and they were kind enough to allow the investigator for the same. All the tools namely Mental Health Inventory, Self Concept List, Burnout Scale and Organisational Climate were administered personally by the investigator. All possible efforts were made to make the teachers feel at ease and respond to the various tests with full concentration. Their queries were answered in order to satisfy their curiosity and motivate them to answer the questionnaires carefully. Effort was made to get made maximum co-operation of the teachers. Prior to the administration they were assured that their responses will be kept secret. Their co-operation was essential as the findings of the research would be beneficial to all present and future teachers.

• STATISTICAL TECHNIQUES USED

Descriptive statistics like mean, median and standard deviation were worked out to study the general nature of the sample in relation to mental health self concept, burnout and organisational climate scores. Skewness and kurtosis were worked out to see the trend of departure of the sample distribution from the normal probability curve. Coefficient of correlation and t-test were computed to test the hypotheses.
CHAPTER IV
ANALYSIS OF DATA AND INTERPRETATION OF RESULTS

This chapter deals with the organization, description, analysis and interpretation of data formulation of conclusions and generalisations to get a meaningful picture of the raw information. Interpretation of data forms the most important part of the study. This is preceded by the analysis of data which means studying the tabulated material in order to determine inherent facts or meaning and draw inferences from it. This process requires an alert flexible and open mind. No similarities differences, trends and outstanding factor/factors should go unnoticed.

The present study entitled, ” A study of Mental Health, Self-Concept and Burnout of Polytechnic Teachers in relation to their Organizational Climate”. Is based upon descriptive survey method. The data was analysed through computer using SPSS package.

For this purpose, the scores were obtained on Mental Health scale constructed by Srivastava and Jagdish (1983), Personality World List (PWL) by Deo, Pratibha (1971, Revised Version), Burnout using Burnout Inventory by Menon, Dutt and Dhir (2001) and Organizational Climate by employing Organizational Climate Description Questionnaire by Sharma (1973). From these set of scores, the various statistical computations have been carried out.

4.1 DESCRIPTION OF DATA
In order to test the various hypotheses mentioned in chapter-1 and arriving at meaningful conclusions and generalisations the analysis of data have been presented in three sections. Codes for describing different terms have been entered in table 4.0.

TABLE 4.0
Section 1: Deals with the descriptive statistics i.e. mean, median, standard deviation, skewness and kurtosis in respect of mental health, self-concept, burnout and organizational climate.

Section 2: Deals with the nature of correlation of variables of mental health, self-concept, burnout and organizational climate of polytechnic teachers. This section also deals with the multiple correlations to study the conjoint contribution of mental health, self-concept and burnout towards the organizational climate of polytechnics of the Punjab state.

Section 3: Deals with the results and discussion of differences in means of organizational climate among male female, government and private, open and closed, teaching experience (less than 10 years, 11-20 years and 20 years and above) of polytechnic teachers. Further t-ratios were computed to study the differences between self-concept of polytechnic teachers.

4.2 DESCRIPTIVE STATISTICS

The data were complete in respect of 320 teachers of Polytechnic Colleges of Punjab only; about 130 subjects formed the experimental mortality. The prime reason for such high mortality was mainly that teachers were not allowed to give the responses or the data collection was refused stating busy schedule as the main reason. Another reason being the less number of teachers in private polytechnic colleges. The data based on 320 teachers has been organized. Before
presenting the actual analysis of data and discussion of results pertaining to the hypotheses it was desirable to examine the nature of distribution of data. The nature of distribution of data is described for the variables of organizational climate, self concept, Burnout and mental health of Polytechnic teachers to yield the statistics namely frequency distribution, mean, median, standard deviation, Skewness, Kurtosis and percentage to study the general nature of the data.

The entire data for the total sample in respect of various variables has been tabulated in the Tables from 4.1 to 4.15. Likewise their graphical representation have been shown through frequency polygons vide Fig. 4.1 to 4.7.

4.2.1 Descriptive Statistics for Organizational Climate Scores of Polytechnic Teachers (Total Sample): The computed values of mean, median, standard deviation, skewness, kurtosis and frequency distribution of the scores of organizational climate for the total sample are given in table 4.1.& 4.1(a) The corresponding frequency polygons and bar graph has also been given in Fig.4.1, 4.1(a) & 4.1(b).

Table 4.1

Frequency distribution of organizational climate scores of polytechnic teachers (total sample)

<table>
<thead>
<tr>
<th>Scores</th>
<th>Mid-Points</th>
<th>Frequency</th>
<th>Smoothed Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-50</td>
<td>25</td>
<td>0</td>
<td>4.33</td>
</tr>
<tr>
<td>51-100</td>
<td>75.5</td>
<td>13</td>
<td>41.67</td>
</tr>
<tr>
<td>101-150</td>
<td>125.5</td>
<td>112</td>
<td>87.33</td>
</tr>
<tr>
<td>151-200</td>
<td>175.5</td>
<td>137</td>
<td>100.67</td>
</tr>
<tr>
<td>201-250</td>
<td>225.5</td>
<td>53</td>
<td>65</td>
</tr>
<tr>
<td>251-300</td>
<td>275.5</td>
<td>5</td>
<td>19.33</td>
</tr>
<tr>
<td>301-350</td>
<td>325.5</td>
<td>0</td>
<td>1.67</td>
</tr>
<tr>
<td>Number</td>
<td></td>
<td>320</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td></td>
<td>164.13</td>
<td></td>
</tr>
<tr>
<td>Median</td>
<td></td>
<td>165</td>
<td></td>
</tr>
<tr>
<td>Standard Deviation</td>
<td></td>
<td>39.38</td>
<td></td>
</tr>
<tr>
<td>Skewness</td>
<td></td>
<td>0.081</td>
<td></td>
</tr>
<tr>
<td>Kurtosis</td>
<td></td>
<td>-0.21</td>
<td></td>
</tr>
</tbody>
</table>
Figure 4.1
Frequency polygon showing scores of organizational climate of polytechnic teachers (total sample)

Interpretation and discussion based on descriptive statistics vide table 4.1.

The perusal of table 4.1 shows the value of mean, median, standard deviation of organizational climate scores of the total sample as 164.13, 165 and 39.38 respectively. The values of mean and median are quite proximate to each other. The value of S.D. 39.38 represented the scattered scores from the mean position. The value of skewness is 0.081 shows that the distribution is normal, which means the scores of organizational climate, are symmetrical.

The value of kurtosis i.e. -0.21 showed a slight departure from the normal limits of significance. The distribution of the scores of organizational climate was platykurtic.

However the frequency polygon vide fig. 4.1 also supports the fact that the distribution of the scores was normal as frequencies do not pile up at any side of the frequency polygon.
Frequency distribution of Organizational Climate, Mental Health and Self - Concept scores of Polytechnic teachers grouped into male and female.

In this section of analysis, frequency distribution table were generated to analyze frequency distribution of male and female teachers involve in study for the grouped variables scores of Organizational climate, Mental Health and Self – Concept.

Table 4.1(a)

<table>
<thead>
<tr>
<th>Organizational Climate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;= 75</td>
<td>76 - 125</td>
</tr>
<tr>
<td>Male</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>1.9%</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>.0%</td>
</tr>
</tbody>
</table>

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The above frequency curve gives the count trend of both male and female teachers (Straight Line) whereas the smoothing Spline functions were fitted (Dotted line) to interpolate the data for Organizational Climate. The analysis showed both majorities of male & female teachers were in the range of 126 – 175 score of organizational climate i.e. 40.9% & 46.4% respectively. Even in the range scores of 176 – 225 of organizational climate there were high proportion of male (36.5%) & female (33.9%) were counted. Also, there were no female teachers were available in
the min – max ranges of less than 75 & more than 276 whereas there were 4 male teachers scored less than 75 and just one teachers scored highly i.e. more than 276.

4.2.2 Descriptive statistics for self concept scores of polytechnic teachers (total sample):

The computed values of mean, median, standard deviation, skewness, kurtosis and frequency distribution of the scores of self concept for the total sample are given in table 4.2 and 4.2(a) and 4.2 (b). The corresponding frequency polygon has also been given in Figures 4.2.(a) and (b).

Table 4.2
Frequency distribution of self-concept scores of polytechnic teachers (total sample)

<table>
<thead>
<tr>
<th>Scores</th>
<th>Mid-Points</th>
<th>Frequency</th>
<th>Smoothed Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>-25-(-1)</td>
<td>0</td>
<td>0</td>
<td>0.67</td>
</tr>
<tr>
<td>0-25</td>
<td>12.5</td>
<td>2</td>
<td>4.33</td>
</tr>
<tr>
<td>26-50</td>
<td>38</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>51-75</td>
<td>63</td>
<td>38</td>
<td>38.33</td>
</tr>
<tr>
<td>76-100</td>
<td>88</td>
<td>66</td>
<td>73.67</td>
</tr>
<tr>
<td>101-125</td>
<td>113</td>
<td>117</td>
<td>79</td>
</tr>
<tr>
<td>126-150</td>
<td>138</td>
<td>54</td>
<td>64</td>
</tr>
<tr>
<td>151-175</td>
<td>163</td>
<td>21</td>
<td>28.33</td>
</tr>
<tr>
<td>176-200</td>
<td>188</td>
<td>10</td>
<td>10.67</td>
</tr>
<tr>
<td>201-225</td>
<td>213</td>
<td>1</td>
<td>3.67</td>
</tr>
<tr>
<td>226-250</td>
<td>238</td>
<td>0</td>
<td>0.33</td>
</tr>
</tbody>
</table>

| Number    | 320        |
| Mean      | 108.54     |
| Median    | 110        |
| Skewness  | 0.10       |
| Kurtosis  | 0.11       |
| Standard Deviation | 33.552     |
Figure 4.2
Frequency Polygon Showing Scores Of Self- Concept Of Polytechnic Teachers (Total Sample).

Interpretation and discussion based on descriptive statistics vide Table 4.2 and 4.2 (a)
The perusal of table 4.2 and 4.2 (a) shows the descriptive statistics of the scores of self concept of the total sample as mean 108.54, median 110, skewness 0.10, kurtosis 0.11 and SD 33.5 respectively. The values of mean and median are quite proximate to each other. The skewness and kurtosis shows the distribution to be totally normal as the scores on the frequency polygon, do not pile up on any side of it. Fig.4.2 also supports the fact that the distribution is normal.

Table 4.2 (a)

<table>
<thead>
<tr>
<th>Self - Concept</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;= 50</td>
<td></td>
</tr>
<tr>
<td>51 - 85</td>
<td></td>
</tr>
<tr>
<td>86 - 120</td>
<td></td>
</tr>
<tr>
<td>121 - 155</td>
<td></td>
</tr>
<tr>
<td>156 - 190</td>
<td></td>
</tr>
<tr>
<td>191+</td>
<td></td>
</tr>
</tbody>
</table>
The above frequency curve gives the count trend of both male & female teachers (*Straight Line*) whereas the smoothing Spline functions were fitted (*Dotted line*) to interpolate the data for self - Concept. The analysis showed that maximum of both male (45.7%) & female (45.5%) teachers were in the range of 86 – 120 score of Self – Concept as compared to 23.6% % 19.6% of male & female teachers respectively in range scores of 121 – 155. In range scores of 51 – 85 there were 16.8% male & 21.4% female teachers whereas just 1% male & female teachers who scored more than 191 score for self concept.

### 4.2.3 Descriptive Statistics for Mental Health Scores of Polytechnic Teachers (Total Sample):

**Table 4.3**
Frequency distribution of mental health scores of polytechnic teachers (total sample).

<table>
<thead>
<tr>
<th>Scores</th>
<th>Mid-Points</th>
<th>Frequency</th>
<th>Smoothed Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-40</td>
<td>24</td>
<td>0</td>
<td>0.67</td>
</tr>
<tr>
<td>41-72</td>
<td>56.5</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>73-104</td>
<td>88.5</td>
<td>28</td>
<td>50.33</td>
</tr>
<tr>
<td>105-136</td>
<td>120.5</td>
<td>121</td>
<td>93</td>
</tr>
<tr>
<td>137-168</td>
<td>152.5</td>
<td>130</td>
<td>96.67</td>
</tr>
<tr>
<td>169-200</td>
<td>184.5</td>
<td>39</td>
<td>56.33</td>
</tr>
<tr>
<td>201-232</td>
<td>216.5</td>
<td>0</td>
<td>13</td>
</tr>
</tbody>
</table>

Number 320
Mean 137.58
Median 138.5
Skewness -0.09
Kurtosis -0.037
Standard Deviation 24.82

Figure 4.3

Table 4.3 (a)

<table>
<thead>
<tr>
<th></th>
<th>Mental Health</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&lt;= 50</td>
<td>51 - 80</td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>
The above frequency curve gives the count trend of both male & female teachers (*Straight Line*) whereas the smoothing Spline functions were fitted (*Dotted line*) to interpolate the data for Mental Health.

**Interpretation and discussion based on descriptive statistics vide table 4.3.** The perusal of table 4.3 shows the value of mean, median, standard deviation of mental health scores of the total sample as 137.58, 138.5 and 24.82, skewness -0.09 kurtosis -0.037 respectively. The values of mean and median are quite proximate to each other. The value of SD. 24.82 represented the scattered scores from the mean position. The value of skewness is -0.09 shows that the distribution is normal, which means the scores of mental health are symmetrical.

The value of kurtosis i.e. -0.037 showed a slight departure from the normal limits of significance. The distribution of the scores of mental health was leptokurtic.
However the frequency polygons vide fig. 4.3 and 4.3 (a) and 4.3(b) also supports the fact that the distribution of the scores was normal as frequencies do not pile up at any side of the frequency polygon.

The analysis showed majority of male teachers i.e. 41.3% were in the range score of 111 – 140 for mental health as compared to 34.6% & 13.9% in the range score of 141 – 170 & 81 – 110 respectively. Similarly, majority of female teachers i.e. 42% were in the range score of 141 - 170 for mental health as compared to 34.8% & 11.6% in the range score of 111 – 140 & more than 171 respectively.

4.2.4 Descriptive Statistics for Burnout Scores of Polytechnic Teachers (Total Sample)

Table 4.4
Frequency distribution of burnout scores of polytechnic teachers (total sample)

<table>
<thead>
<tr>
<th>Scores</th>
<th>Mid-Points</th>
<th>Frequency</th>
<th>Smoothed Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>-50-(-1)</td>
<td>-25</td>
<td>0</td>
<td>28.66</td>
</tr>
<tr>
<td>0-50</td>
<td>25</td>
<td>86</td>
<td>73.67</td>
</tr>
<tr>
<td>51-100</td>
<td>75.5</td>
<td>135</td>
<td>96</td>
</tr>
<tr>
<td>101-150</td>
<td>125.5</td>
<td>67</td>
<td>76</td>
</tr>
<tr>
<td>151-200</td>
<td>175.5</td>
<td>26</td>
<td>33</td>
</tr>
<tr>
<td>201-250</td>
<td>225.5</td>
<td>6</td>
<td>10.67</td>
</tr>
<tr>
<td>251-300</td>
<td>275.5</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

| Mean       | 84.53      |
| Median     | 83.5       |
| Skewness   | 0.56       |
| Kurtosis   | 0.0026     |
| Std. Dev.  | 44.67      |

Figure 4.4
Frequency distribution of burnout scores of polytechnic teachers (total sample)
Interpretation and discussion based on descriptive statistics vide tables 4.4:

The perusal of tables 4.4 shows the value of mean 84.53, Median 83.5, SD 44.67 of burnout scores of the total sample. The values of mean and median are quite proximate to each other. The value of S.D. 44.67 represented the scattered scores from the mean position. The value of skewness is 0.56 shows the distribution is positively skewed which means that the distribution is normal in the case of burnout, which means the scores of burnout of polytechnic teachers are not symmetrical.

The value of kurtosis i.e. 0.0026 showed a slight departure from the normal limits of significance. The distribution of the scores of burnout is normally distributed.

However the frequency polygons vide figs. 4.4, 4.4(a) and 4.4(b) also supports the fact that the distribution of the scores was normal and frequencies do not pile up on any sides of the frequency polygons.

4.3 FREQUENCY DISTRIBUTION OF BURNOUT SCORES OF POLYTECHNIC TEACHERS GROUPED INTO MALE AND FEMALE

In this section of analysis, frequency distribution tables were generated to analyse frequency distribution of male and female teachers involved in the study for the grouped variables scores of Burnout.

<table>
<thead>
<tr>
<th>Burnout</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;= 40</td>
<td>41 - 80</td>
</tr>
</tbody>
</table>

Table 4.5(a)
The above chart of frequency curve gives the count trend of both male & female teachers (Straight Line) whereas the smoothing Spline functions were fitted (Dotted line) to interpolate the data for Burnout. In total score of Burnout both male & female teachers majority were in the range score of 81 – 120 i.e. 32.2% & 40.2% respectively as compared to range score of 41 – 80 & less than 40 where proportion of male-female teachers were 30.8% - 24.8% & approximately 17% respectively.

Table 4.5 (b) Mean, Median, SD, Skewness and Kurtosis of scores of the total sample
<table>
<thead>
<tr>
<th></th>
<th>Burnout</th>
<th>Mental Health</th>
<th>Self-Concept</th>
<th>Organizational Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Valid</strong></td>
<td>320</td>
<td>320</td>
<td>320</td>
<td>320</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>84.53</td>
<td>137.58</td>
<td>108.54</td>
<td>164.13</td>
</tr>
<tr>
<td><strong>Median</strong></td>
<td>83.50</td>
<td>138.50</td>
<td>110.00</td>
<td>165.00</td>
</tr>
<tr>
<td><strong>Std deviation</strong></td>
<td>44.125</td>
<td>24.322</td>
<td>31.730</td>
<td>39.536</td>
</tr>
<tr>
<td><strong>Skewness</strong></td>
<td>0.562</td>
<td>-0.091</td>
<td>0.103</td>
<td>0.081</td>
</tr>
<tr>
<td><strong>Kurtosis</strong></td>
<td>0.003</td>
<td>-0.037</td>
<td>0.112</td>
<td>-0.211</td>
</tr>
</tbody>
</table>

Table 4.5 (c) Mean, Median, SD, Skewness and Kurtosis of Scores of the Govt Polytechnic Teachers

<table>
<thead>
<tr>
<th></th>
<th>Burnout</th>
<th>Mental Health</th>
<th>Self-Concept</th>
<th>Organizational Climate of Govt. Polytechnic Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Valid</strong></td>
<td>179</td>
<td>179</td>
<td>179</td>
<td>179</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>85.43</td>
<td>139.09</td>
<td>107.09</td>
<td>164.21</td>
</tr>
<tr>
<td><strong>Median</strong></td>
<td>85.00</td>
<td>141.00</td>
<td>107.00</td>
<td>165.00</td>
</tr>
<tr>
<td><strong>Standard Deviation</strong></td>
<td>44.125</td>
<td>24.322</td>
<td>31.730</td>
<td>39.536</td>
</tr>
<tr>
<td><strong>Skewness</strong></td>
<td>0.490</td>
<td>-0.070</td>
<td>0.226</td>
<td>0.177</td>
</tr>
<tr>
<td><strong>Kurtosis</strong></td>
<td>-0.020</td>
<td>-0.469</td>
<td>-0.014</td>
<td>-0.165</td>
</tr>
</tbody>
</table>

Table 4.5 (d) Mean, Median, SD, Skewness and Kurtosis of Scores of the Private Polytechnic Teachers

<table>
<thead>
<tr>
<th></th>
<th>Burnout</th>
<th>Mental Health</th>
<th>Self-Concept</th>
<th>Organizational Climate of Pvt. Polytechnic Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Valid</strong></td>
<td>141</td>
<td>141</td>
<td>141</td>
<td>141</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>83.38</td>
<td>135.65</td>
<td>110.38</td>
<td>164.04</td>
</tr>
</tbody>
</table>
Interpretation and discussion based on tables 4.5, 4.5(a) to 4.5(d). The perusal of table shows the values of mean, median, SD, SK and Ku for the total sample of org. climate of polytechnic teachers as 164.04, 165.00, 39.320, -0.81 and -0.211 respectively. The Values of mean and median are quite proximate to each other.

The Values of mean and median SK and Ku for the Govt. and private polytechnic teachers also give the picture of proximate to each other of all the variables. Analytical picture of the above results suggested that the scores are in normal distribution. Minor variations in the values could however be attributed to the chance fluctuations of sampling. On the whole it can be concluded that these variables may safely be accepted as normally distributed.

Table 4.5(e) Table showing values of mean, median, skewness, kurtosis and standard deviation of male and female teachers of polytechnics of Punjab state

<table>
<thead>
<tr>
<th>Polytechnic Teachers Male</th>
<th>Mean</th>
<th>Median</th>
<th>Skewness</th>
<th>Kurtosis</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burnout</td>
<td>89.616</td>
<td>84</td>
<td>0.644</td>
<td>-0.11</td>
<td>48.39</td>
</tr>
<tr>
<td>Mental Health</td>
<td>135.25</td>
<td>132</td>
<td>0.020</td>
<td>0.426</td>
<td>25.43</td>
</tr>
<tr>
<td>Self-Concept</td>
<td>111</td>
<td>113</td>
<td>-0.02</td>
<td>0.248</td>
<td>34.89</td>
</tr>
<tr>
<td>Organizational Climate</td>
<td>161.94</td>
<td>166</td>
<td>-0.097</td>
<td>-0.470</td>
<td>38.047</td>
</tr>
</tbody>
</table>

Table 4.5 (f) Polytechnic Teachers Female

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Median</th>
<th>Skewness</th>
<th>Kurtosis</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burnout(T)</td>
<td>83.991</td>
<td>84</td>
<td>0.4340</td>
<td>0.004</td>
<td>43.33</td>
</tr>
<tr>
<td>Mental Health</td>
<td>139.58</td>
<td>141</td>
<td>-0.307</td>
<td>0.0532</td>
<td>24.91</td>
</tr>
<tr>
<td>Self-Concept</td>
<td>105.87</td>
<td>107</td>
<td>0.0814</td>
<td>0.1978</td>
<td>33.61</td>
</tr>
<tr>
<td>Organizational Climate</td>
<td>162.803</td>
<td>165.5</td>
<td>-0.135</td>
<td>-0.579</td>
<td>36.74</td>
</tr>
</tbody>
</table>
The above table indicates that there is not much difference between means of male and female polytechnic teachers for the variables of burnout, mental health, self-concept and organizational climate of polytechnics of the Punjab state.

**4.4 DISCUSSION AND INTERPRETATION BASED ON INFERENTIAL STATISTICS: FREQUENCY DISTRIBUTION OF VARIABLES IN THE GIVEN SAMPLE**

Table 4.6: Frequency distribution of scores of organizational climate in the sample of polytechnic teachers

<table>
<thead>
<tr>
<th></th>
<th>Male Teachers</th>
<th>Female Teachers</th>
<th>All Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Average</td>
<td>35</td>
<td>20</td>
<td>52</td>
</tr>
<tr>
<td>Average</td>
<td>139</td>
<td>69</td>
<td>214</td>
</tr>
<tr>
<td>Above Average</td>
<td>34</td>
<td>23</td>
<td>54</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>208</strong></td>
<td><strong>112</strong></td>
<td><strong>320</strong></td>
</tr>
</tbody>
</table>

Figure 4.6: Bar chart showing frequency distribution of scores of organizational climate of polytechnic teachers

According to Table 4.6, 139 male, 69 female and 214 all teachers come in the average group of the frequency distribution of scores of self-concept. 34 male teachers were above & 35 were below average while 23 female teachers were above average and 20 were below average. This shows that the number of teachers 214 out 320 weigh their self-concept neither below average nor above average but rate themselves in the average category.

**Table 4.6(a)**

Frequency distribution of scores of self-concept of polytechnic teachers

<table>
<thead>
<tr>
<th></th>
<th>Male Teachers</th>
<th>Female Teachers</th>
<th>All Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td><strong>139</strong></td>
<td><strong>69</strong></td>
<td><strong>214</strong></td>
</tr>
</tbody>
</table>
Table 4.6(a): Frequency distribution of scores of self-concept of polytechnic teachers

<table>
<thead>
<tr>
<th></th>
<th>Male Teachers</th>
<th>Female Teachers</th>
<th>All Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Average</td>
<td>34</td>
<td>19</td>
<td>53</td>
</tr>
<tr>
<td>Average</td>
<td>147</td>
<td>78</td>
<td>225</td>
</tr>
<tr>
<td>Above Average</td>
<td>27</td>
<td>15</td>
<td>42</td>
</tr>
<tr>
<td>Total</td>
<td>208</td>
<td>112</td>
<td>320</td>
</tr>
</tbody>
</table>

According to table 4.6(a), 147 male, 78 female and 225 all teachers come in the average group of the frequency distribution of scores of self-concept. 27 & 34 male teachers were above and below average respectively, while 15 & 19 female teachers were above and below average respectively. This shows that 225 teachers out 320 weight their self-concept neither below average nor above average but rate themselves in the average category.

Table 4.6(b): Frequency distribution of scores of mental health of polytechnic teachers

<table>
<thead>
<tr>
<th></th>
<th>Male Teachers</th>
<th>Female Teachers</th>
<th>All Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Average</td>
<td>33</td>
<td>19</td>
<td>53</td>
</tr>
<tr>
<td>Average</td>
<td>138</td>
<td>76</td>
<td>213</td>
</tr>
<tr>
<td>Above Average</td>
<td>37</td>
<td>17</td>
<td>54</td>
</tr>
<tr>
<td>Total</td>
<td>208</td>
<td>112</td>
<td>320</td>
</tr>
</tbody>
</table>

According to table 4.6(b), 147 male, 78 female and 225 all teachers come in the average group of the frequency distribution of scores of mental health. 27 & 34 male teachers were above and below average respectively, while 15 & 19 female teachers were above and below average respectively. This shows that 225 teachers out 320 weight their mental health neither below average nor above average but rate themselves in the average category.
Interpretation based on table 4.6(b): The mental health scores of polytechnic teachers in average category is 138 male, 76 female and 213 in all teachers category: only 37 out of 208 (male), 17 out of 112 (female) and just 54 out of 320 all teachers rate in above average category. That is only this small no. of teachers are said to be mentally healthy as compared to 33 male, 19 female and 53 all teachers which full in the range of below average mental health.

Table 4.6(c)
Frequency Distribution of Scores of Burnout of Polytechnic Teachers

<table>
<thead>
<tr>
<th></th>
<th>Male Teachers</th>
<th>Female Teachers</th>
<th>All Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Average</td>
<td>34</td>
<td>20</td>
<td>54</td>
</tr>
<tr>
<td>Average</td>
<td>138</td>
<td>76</td>
<td>214</td>
</tr>
<tr>
<td>Above Average</td>
<td>36</td>
<td>16</td>
<td>52</td>
</tr>
<tr>
<td>Total</td>
<td>208</td>
<td>112</td>
<td>320</td>
</tr>
</tbody>
</table>

Figure 4.6 (c)

Bar chart showing frequency distribution of scores of Burnout (T) of polytechnic teachers

Interpretation based on table 4.6(c). Perusal of table 4.6 (c) shows the burnout scores of polytechnic teachers. The teachers in category of average burnout are 214 out of which 138 are male while 76 are female. The teachers in above average burnout category are 36 male and 16 female. Clearly, there are more male teachers in average category than females.

Frequency distribution of organizational climate, mental health & self - concept scores of government and private polytechnic teachers
In this section of analysis, frequency distribution table were generated to analyse frequency distribution of government and private teachers involve in study for the grouped variables scores of Organizational climate, Mental Health & Self – Concept.

Table 4.7

<table>
<thead>
<tr>
<th>Organizational Climate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;= 75</td>
<td>244</td>
</tr>
<tr>
<td>76 - 125</td>
<td></td>
</tr>
<tr>
<td>126 - 175</td>
<td></td>
</tr>
<tr>
<td>176 - 225</td>
<td></td>
</tr>
<tr>
<td>226 - 275</td>
<td></td>
</tr>
<tr>
<td>276+</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Govt.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>38</td>
<td>1.6%</td>
</tr>
<tr>
<td>102</td>
<td>15.6%</td>
</tr>
<tr>
<td>87</td>
<td>35.7%</td>
</tr>
<tr>
<td>12</td>
<td>4.9%</td>
</tr>
<tr>
<td>1</td>
<td>.4%</td>
</tr>
<tr>
<td>244</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Private</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>.0%</td>
</tr>
<tr>
<td>35</td>
<td>17.1%</td>
</tr>
<tr>
<td>27</td>
<td>35.5%</td>
</tr>
<tr>
<td>1</td>
<td>1.3%</td>
</tr>
<tr>
<td>0</td>
<td>.0%</td>
</tr>
<tr>
<td>76</td>
<td></td>
</tr>
</tbody>
</table>

The analysis showed, majority of Govt. (41.8%) & private (46.1%) teachers were in the score range of 126 – 175 of Organizational climate as compared to 35% each Govt. – private teachers in score range of 176 – 225 respectively. The score range 76 – 125 of organizational climate also showed Govt. teachers 15.6% & private teachers 17.1% respectively. Also, some Govt. teachers i.e. 4.9% & 1.6% were in the range score of 226 – 275 & less than 75 respectively.

Figure 4.7.1 (a)       Figure 4.7.1 (b)

The above frequency curve gives the count trend of both govt & private teachers (Straight Line) whereas the smoothing Spline functions were fitted (Dotted line) to interpolate the data for Organizational Climate.

The analysis of below table showed, majority of government teachers i.e. approximately 39% were each in mental health score range of 111 – 140 & 141 – 170 respectively whereas for
private teachers it was analysed as 42.1% & 31.6% respectively for both score ranges. Private teachers i.e. 17.1% & 7.9% were also in the range score of more than 171 & 81 – 110 respectively whereas for government teachers it was 7.8% & 13.9% respectively.

The following another chart of frequency curve gives the count trend of both govt & private teachers (Straight Line) whereas the smoothing Spline functions were fitted (Dotted line) to interpolate the data for Mental Health.

Table 4.7(a)

<table>
<thead>
<tr>
<th></th>
<th>Mental Health</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&lt;= 50</td>
<td>51 - 80</td>
</tr>
<tr>
<td>Government</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>.4%</td>
<td>.8%</td>
</tr>
<tr>
<td>Private</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>.0%</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

Figure 4.7.2(a)       Figure 4.7.2 (b)
Table 4.7 (b)

<table>
<thead>
<tr>
<th></th>
<th>Govt.</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;= 50</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>51 - 85</td>
<td>48</td>
<td>11</td>
</tr>
<tr>
<td>86 - 120</td>
<td>111</td>
<td>35</td>
</tr>
<tr>
<td>121 - 155</td>
<td>59</td>
<td>12</td>
</tr>
<tr>
<td>156 - 190</td>
<td>19</td>
<td>9</td>
</tr>
<tr>
<td>191+</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>244</td>
</tr>
<tr>
<td></td>
<td>76</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>&lt;= 50</th>
<th>51 - 85</th>
<th>86 - 120</th>
<th>121 - 155</th>
<th>156 - 190</th>
<th>191+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt.</td>
<td>6</td>
<td>48</td>
<td>111</td>
<td>59</td>
<td>19</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2.5%</td>
<td>19.7%</td>
<td>45.5%</td>
<td>24.2%</td>
<td>7.8%</td>
<td>.4%</td>
</tr>
<tr>
<td>Private</td>
<td>7</td>
<td>11</td>
<td>35</td>
<td>12</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>9.2%</td>
<td>14.5%</td>
<td>46.1%</td>
<td>15.8%</td>
<td>11.8%</td>
<td>2.6%</td>
</tr>
</tbody>
</table>

Analysis of above table showed approx 46% each government & private teachers were in the range score 86 – 120 of self–Concept as compared to 24.2% & 15.8% respectively in range of 121 – 155. Also, 19.7% & 14.5% government & private teachers were in the range score of 51 – 85 as compared to 7.8% & 11.8% in range of 156 – 190 respectively.

Figure 4.7.3(a)       Figure 4.7.3(b)

The above frequency curve gives the count trend of both Govt. & private teachers (Straight Line) whereas the smoothing Spline functions were fitted (Dotted line) to interpolate the data for Self - Concept.
Frequency distribution of Burnout scores of Government and Private Polytechnic Teachers.

In this section of analysis, frequency distribution table were generated to analyse frequency distribution of government and private teachers involve in study for the grouped variables scores of Burnout.

The analysis of the following table showed, 34% government teachers & 38.2% private teachers were in the Burnout (T) range score of 81 – 120 as compared to 30.3% & 22.4% govt – private teachers respectively in range score of 41 – 80 and 18.4% & 14.5% respectively in range score of less than 40. Also, in range score of 121 – 160 there were 11.5% government teachers & 17.1% private teachers.

The following frequency curve gives the count trend of both govt & private teachers (Straight Line) whereas the smoothing Spline functions were fitted (Dotted line) to interpolate the data for Burnout.

Table 4.7 (c)

<table>
<thead>
<tr>
<th></th>
<th>Burnout</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&lt;= 40</td>
<td>41 - 80</td>
<td>81 - 120</td>
<td>121 - 160</td>
<td>161 - 200</td>
<td>201+</td>
</tr>
<tr>
<td>Govt.</td>
<td>45</td>
<td>74</td>
<td>83</td>
<td>28</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>18.4%</td>
<td>30.3%</td>
<td>34.0%</td>
<td>11.5%</td>
<td>4.1%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Private</td>
<td>11</td>
<td>17</td>
<td>29</td>
<td>13</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>14.5%</td>
<td>22.4%</td>
<td>38.2%</td>
<td>17.1%</td>
<td>5.3%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Total</td>
<td>244</td>
<td>76</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.7.4 (a) Figure 4.7.4(b)
Frequency Distribution of Organizational Climate of Polytechnic Teachers of Punjab state (Closed and Open). Total sample

The analysis of the following table showed majority of teachers i.e. 42.8% scored in the range of 126 – 175 for organizational climate as compared to 35.6% & 15.9% were in the range score of 176 – 225 & 76 – 125 respectively. 4.1% & 1.2% of teachers also scored in the range of 226 – 275 & less than 75 respectively.

Table 4.8
Organizational Climate Total Sample

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;= 75</td>
<td>4</td>
</tr>
<tr>
<td>76 - 125</td>
<td>51</td>
</tr>
<tr>
<td>126 - 175</td>
<td>137</td>
</tr>
<tr>
<td>176 - 225</td>
<td>114</td>
</tr>
<tr>
<td>226 - 275</td>
<td>13</td>
</tr>
<tr>
<td>276+</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>320</td>
</tr>
</tbody>
</table>

Table 4.8 (a)
Frequency distribution of organizational climate of government polytechnic teachers of Punjab state (closed and open)
The analysis of above table showed majority of government teachers 41.8% & 35.7% respectively were in the range of 126 – 175 & 176 – 225 of organizational climate score as compared to 15.6% & 4.9% government teachers scored in the range of 76 – 125 & 226 – 275 respectively.

**Frequency Distribution of Organizational Climate of Private Polytechnic Teachers of Punjab state (Closed and Open).**

The analysis of the below table showed approx 98% of private teachers scored in the range of 76 – 225 on organizational climate score.

**Table 4.8 (b)**

<table>
<thead>
<tr>
<th>Organizational Climate</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>76 - 125</td>
<td>13</td>
<td>17.1</td>
</tr>
<tr>
<td>126 - 175</td>
<td>35</td>
<td>46.1</td>
</tr>
<tr>
<td>176 - 225</td>
<td>27</td>
<td>35.5</td>
</tr>
<tr>
<td>226 - 275</td>
<td>1</td>
<td>1.3</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Table 4.8 (c)**

Frequency Distribution of Government & Private Teachers grouped into Male & Female on their Experience.
The analysis of the above table showed in government sector the majority of male (145) and female (61) teachers were having a job experience of 6 – 20 years while highly experienced government teachers i.e. those having experience more than 21 years were 3 female teachers and 23 male teachers. There were few younger government teachers were also available those were having experience less than 5 years were 4 male and 8 female teachers.

In private sector majority of female teachers i.e., 24 were having less than 5 years of experience and 16 were having experience in the range of 6 – 20 years while there were no female teachers available in high category of experience i.e. more than 21 years. Among male private teachers again there were just single teacher with experience more than 21 years in range of 6 – 20 years there were 20 teachers and in younger teachers category they were 15.

**4.5 STUDY OF BURNOUT WITH RESPECT TO OTHER FACTORS**

Table 4.9

<table>
<thead>
<tr>
<th>Type of Polytechnic</th>
<th>High Burnout</th>
<th>Low Burnout</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Below 5 years</td>
<td>Between 5-20 years</td>
</tr>
<tr>
<td>Government</td>
<td>0</td>
<td>33</td>
</tr>
<tr>
<td>Private</td>
<td>9</td>
<td>6</td>
</tr>
</tbody>
</table>

**Interpretation:** From the above table it can be inferred that more teachers in Government Polytechnics have high as well as low burnout in the experience range of 5-20 years.

Table 4.9 (a) Table showing burnout of government and private polytechnic teachers with respect to organizational climate
<table>
<thead>
<tr>
<th>Burnout Type of Polytechnic</th>
<th>Organizational Climate</th>
<th>Average score on OCDQ</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Open</td>
<td>Closed</td>
</tr>
<tr>
<td>Government High</td>
<td>36</td>
<td>5</td>
</tr>
<tr>
<td>Low</td>
<td>41</td>
<td>7(m-sd)</td>
</tr>
<tr>
<td>Private High</td>
<td>16</td>
<td>3</td>
</tr>
<tr>
<td>Low</td>
<td>11</td>
<td>1</td>
</tr>
</tbody>
</table>

**Interpretation:** The difference between organizational climate of government and private colleges having low and high burnout. Also means that organizational climates are of not much difference in both Government and privately managed polytechnic colleges.

**Table 4.9 (b) Table showing burnout of government and private polytechnic teachers with respect to organizational climate**

<table>
<thead>
<tr>
<th>Climate</th>
<th>High Teacher Burnout</th>
<th>Low Teacher Burnout</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Teachers</td>
<td>Percentage</td>
</tr>
<tr>
<td>Government (244)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open (41)</td>
<td>8</td>
<td>19.5</td>
</tr>
<tr>
<td>Closed (42)</td>
<td>7</td>
<td>16.7</td>
</tr>
<tr>
<td>Total (83)</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>Private (76)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open (11)</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>Closed (12)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total (23)</td>
<td>2</td>
<td>8.7</td>
</tr>
</tbody>
</table>

**Interpretation:** There is not much difference in the burnout of government and private polytechnic teachers having open and closed organizational climate, although, private polytechnics of Punjab state having closed climate were found to have no teacher in high burnout category.

**SECTION-II**

4.6 **ANALYSIS OF DATA: CO-EFFICIENT OF CORRELATION**

This section deals with the nature of correlation of Self-Concept, Burnout and Mental Health with Organizational Climate of Polytechnic Teachers.
Product moment co-efficient of correlations were computed to study the relationship of Organizational Climate with Self-Concept, Burnout and Mental Health of Polytechnic Teachers. Table 4.10 (a) shows below the values of product moment correlations.

Table 4.10 (a)

Correlation coefficient and inter correlations (total sample)

<table>
<thead>
<tr>
<th></th>
<th>Organizational Climate</th>
<th>Burnout</th>
<th>Mental Health</th>
<th>Self-Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Climate</td>
<td>1.000</td>
<td>0.002</td>
<td>-0.094</td>
<td>-0.092</td>
</tr>
<tr>
<td>Burnout</td>
<td></td>
<td>.074</td>
<td>0.006</td>
<td></td>
</tr>
<tr>
<td>Mental Health</td>
<td></td>
<td></td>
<td>0.064</td>
<td></td>
</tr>
<tr>
<td>Self-Concept</td>
<td></td>
<td></td>
<td>1.000</td>
<td></td>
</tr>
</tbody>
</table>

* Significant at 0.05 level of confidence 1.97
** Significant at 0.01 level of confidence 2.59

Table 4.10 (b)

Correlation Coefficient (Govt. Polytechnic Teachers)

<table>
<thead>
<tr>
<th></th>
<th>Organizational Climate</th>
<th>Burnout</th>
<th>Mental Health</th>
<th>Self-Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Climate</td>
<td>1.000</td>
<td>-0.047</td>
<td>-0.068</td>
<td>-0.003</td>
</tr>
<tr>
<td>Burnout</td>
<td></td>
<td>0.146</td>
<td>0.033</td>
<td></td>
</tr>
<tr>
<td>Mental Health</td>
<td></td>
<td></td>
<td>0.017</td>
<td></td>
</tr>
<tr>
<td>Self-Concept</td>
<td></td>
<td></td>
<td>1.000</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.10 (c)

Correlation Coefficient (Pvt. Polytechnic Teachers)

<table>
<thead>
<tr>
<th></th>
<th>Organizational Climate</th>
<th>Burnout</th>
<th>Mental Health</th>
<th>Self-Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Climate</td>
<td>1.000</td>
<td>0.062</td>
<td>-0.126</td>
<td>-0.193*</td>
</tr>
<tr>
<td>Burnout</td>
<td></td>
<td>-0.014</td>
<td>-0.021</td>
<td></td>
</tr>
<tr>
<td>Mental Health</td>
<td></td>
<td></td>
<td>0.123</td>
<td></td>
</tr>
<tr>
<td>Self-Concept</td>
<td></td>
<td></td>
<td>1.000</td>
<td></td>
</tr>
</tbody>
</table>

* Significant at 0.05 level of confidence

Table 4.10 (d)

Correlation Coefficient (Polytechnic Male Teachers)
Organizational Climate  |  Burnout  |  Mental Health  |  Self-Concept  
--- | --- | --- | ---  
Organizational Climate  |  1.000  |  0.006  |  -0.114  |  -0.106  
Burnout  |  |  0.094  |  |  0.034  
Mental Health  |  |  |  0.164*  |  
Self-Concept  |  |  |  |  1.000  

* Significant at 0.05 level of confidence

Table 4.10 (e)

Correlation Coefficient (Polytechnic Female Teachers)

|  | Organizational Climate | Burnout | Mental Health | Self-Concept  
--- | --- | --- | --- | ---  
Organizational Climate  |  1.000  |  -0.008  |  -0.048  |  -0.067  
Burnout  |  |  |  0.037  |  |  -0.051  
Mental Health  |  |  |  |  -0.110  
Self-Concept  |  |  |  |  1.000  

DISCUSSION OF RESULTS

Correlation as calculated from data, indicate that no significant difference exists between Burnout, Self-concept, Mental Health and Organizational climate of total sample, Govt. and Pvt. male and female Teachers in the Polytechnic colleges of Punjab.

**Hypothesis 1:** “There exists no significant relationship between Organizational Climate and mental health of polytechnic teachers.

**Interpretation and discussion based on correlation between organizational climate and mental health of polytechnic teachers.** Table 4.10(a) reveals that the correlation between Organizational Climate and mental health was -0.094 which is not significant at either .01 or .05 levels of confidence. It implies that mental health of polytechnic teachers has negative but no significant relationship with organizational climate. It means that mental health and organizational climate is independent of each other. One does not affect each other Therefore, Hypothesis I, There exists no significant relationship between Organizational Climate and mental health of polytechnic teachers is accepted and retained. The study of Mathur (1972) to a great extent supports the above result.
**Hypothesis -2** “There exists no significant relationship between Organizational Climate and self-concept of polytechnic teachers.

**Discussion based on correlation between organizational climate and Self-Concept of polytechnic teachers.**

The coefficient of correlation between Organizational Climate and self-concept of polytechnic teachers of Punjab State was found to be -0.092, which is not significant both at 0.05 and 0.01 levels of confidence. Therefore, Hypothesis 2: There exists no significant relationship between Organizational Climate and self-concept of polytechnic teachers is accepted. However the correlation between the above variables in the case of private polytechnic teachers, the correlation -0.193 (Table 4.10(c)) is negatively significant at .05 level of confidence. This shows that teachers in privately managed polytechnics have low self concept.

**Hypothesis-3** There exists no significant relationship between Organizational climate and burnout of polytechnic teachers.

**Discussion based on correlation between organizational climate and Burnout of polytechnic teachers.**

The coefficient of correlation between Organizational Climate and burnout of polytechnic teachers of Punjab State was found to be 0.002, which is not significant at 0.05 level of confidence. Therefore, Hypothesis-3, “There exists no significant relationship between Organizational climate and burnout of polytechnic teachers is accepted. This shows that teachers burnout has got nothing to do with organizational climate of the place they are working at. Whether Organizational climate is open or closed it does not affect the burnout of teachers working in polytechnics.

**Hypothesis-4** There exists no significant relationship between mental health and self-concept of polytechnic teachers.

**Discussion based on correlation between mental health and self-concept of polytechnic teachers**
The coefficient of correlation between mental health and self-concept of polytechnic teachers was found to be 0.064, which is not significant both at 0.05 and 0.01 levels of confidence. Therefore, the hypothesis-4, “There exists no significant relationship between mental health and self-concept of polytechnic teachers is accepted. This shows that teachers' mental health has got nothing to do with their self-concept. Whether Organizational climate is open or closed it does not affect the mental health or self-concept of teachers working in polytechnics. The data did not support the hypothesis in case of total sample. But in the case of male teachers teaching in polytechnics, the correlation between mental health and self-concept (0.164) it was significant at 0.05 level of confidence. The results of the studies conducted by Sharma, R.R (1979); Biswas, P.C., (1992) and Burwani, R.G., (1991) also support the above findings.

**Hypothesis-5** There exists no significant relationship between mental health and burnout of polytechnic teachers.

**Discussion based on correlation between mental health and burnout of polytechnic teachers**

The coefficient of correlation between mental health and burnout of polytechnic teachers was found to be 0.074 for the total sample, which is not significant both at 0.05 and 0.01 levels of confidence. Similarly, the correlation for government polytechnic is 0.146 and for private polytechnics it is 0.014 and both are not significant at any level of confidence. Therefore, the Hypothesis-5, There exists no significant relationship between mental health and burnout of polytechnic teachers is accepted and retained. This shows that teachers’ mental health has got no relation with burnout. Whether, open or closed Organizational climate does not affect the mental health of teachers working in polytechnics in spite of their burnout. The data did support the hypothesis.

**Hypothesis-6** There exists no significant relationship between self-concept and burnout of polytechnic teachers.

**Discussion based on correlation between self-concept and burnout of polytechnic teachers.**
The coefficient of correlation between mental health and burnout of polytechnic teachers was found to be 0.006 in case of total sample, which is not significant both at 0.05 and 0.01 levels of confidence. Again the correlation between Government polytechnic teachers is 0.033 while for private polytechnic teachers is -0.21 which are both not significant at any level of confidence. Therefore, the Hypothesis-6, ‘There exists no significant relationship between self-concept and burnout of polytechnic teachers is not accepted and not retained. The data supported the hypothesis. This shows that teachers’ self-concept has got no relation with their burnout. Both are independent of each other. Both do not affect each other at any level.

4.7 ANALYSIS OF DATA: MULTIPLE CORRELATIONS

This section deals with the multiple correlations to study the contribution of mental health, self-concept and burnout to the total variance in organizational climate of polytechnic teachers

Table 4.11

<table>
<thead>
<tr>
<th>Variable</th>
<th>$R^2$</th>
<th>$R$</th>
<th>% variance</th>
<th>$F$</th>
<th>$R^2$Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>$R^2$1.234</td>
<td>0.424</td>
<td>0.179</td>
<td>42.4</td>
<td>1.734</td>
<td>0.016</td>
</tr>
</tbody>
</table>

Where
- Organizational climate
- Burnout
- Mental Health
- Self-Concept

**Hypothesis-7:** The variables of mental health, self-concept and burnout will not significantly contribute to the total variance in the organizational climate of polytechnic college teachers.

In order to study the conjoint contribution from the results of multiple correlation it can inferred that variables namely Burnout, Mental Health, and Self-Concept contribute towards total
variance of organizational climate of polytechnic college teachers (vide table 4.11). The value of \( R^2 = 0.424 \) was found to be 0.424

Hence, the hypothesis that the variables Burnout, Mental Health, Self-Concept will not significantly contribute toward the variance in organizational climate of polytechnic college teachers is retained. The above result implies that 42.4% of the total variance is explained by the variables of Burnout, Mental Health, and Self-Concept while remaining 57.6% of the variance remained unexplained. This means that there are certain other variables or factors like personality, creativity, self concept, attitude of students rating etc. which affect the organizational climate of polytechnic college teachers which may not have been involved in the present study.

**SECTION-III**

4.8 INTERPRETATION AND DISCUSSION BASED ON t-RATIOS

As the study is correlational in nature it was thought appropriate to study the organizational climate of polytechnic teachers in relation to their gender, govt. and private polytechnic colleges: open and closed climate and teaching Experience. This section deals with the results and discussion of differences in organizational climate among male—female; government—private ; teaching experience (less than 10 years, 11—20 years and 20 years and above) of polytechnic teachers. Further t-Ratios were computed to study the difference between self- concept of polytechnic teachers with open and closed climate; between burnout of teachers with open and closed climate; and teachers with varying teaching experience.

**Comparison of mean scores of female and male teachers in polytechnics of Punjab**

**Table-4.12**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Variables</th>
<th>Means</th>
<th>t-value</th>
<th>Value of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Burnout</td>
<td>84.53</td>
<td>0.160</td>
<td>2.59</td>
</tr>
</tbody>
</table>

**t-values for significance of difference between scores of burnout, self-concept, mental health and organizational climate of male and female teachers of polytechnic colleges.(female teachers = 112, male teachers = 208).**
<table>
<thead>
<tr>
<th></th>
<th>T-Value</th>
<th>P-Value</th>
<th>df</th>
<th>Confidence Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Concept</td>
<td>108.54</td>
<td>1.044</td>
<td>2.59</td>
<td>1.97</td>
</tr>
<tr>
<td>Mental Health</td>
<td>137.58</td>
<td>1.056</td>
<td>2.59</td>
<td>1.97</td>
</tr>
<tr>
<td>Organizational Climate</td>
<td>164.13</td>
<td>0.458</td>
<td>2.59</td>
<td>1.97</td>
</tr>
</tbody>
</table>

* Significant at 0.05 level of confidence
** Significant at 0.01 level of confidence

**Discussion of Results**

The t-values as calculated from the data indicate that no significant difference exists between Burnout, Self-concept, Mental Health and Organizational climate of Male and Female Teachers in the Polytechnic colleges of Punjab.

**Hypothesis -8(a)** “There exists no significant difference between burnout of Male and Female polytechnic teachers.

The t-value for the difference between the burnout of polytechnic teachers of Punjab State was found to be 0.160, which is not significant either at 0.05 or 0.01 levels of confidence. Therefore, Hypothesis-8 (a) “There exists no significant difference between burnout of Male and Female polytechnic teachers is accepted.

**Hypothesis-8(b)** There exists no significant difference between self-concept of male and female polytechnic teachers.

The t-value for the difference between the self-concept of male and female teachers of polytechnics of Punjab State was found to be 1.044, which is not significant both at 0.05 and 0.01 levels of confidence. Therefore, Hypothesis 8(b), “There exists no significant difference between self-concept of male and female polytechnic teachers is accepted.

**Hypothesis-8(c)** There exists no significant difference between mental health of male and female Polytechnic teachers.

The t-value for the difference between the mental health of male and female teachers of polytechnics of Punjab State was found to be 1.056, which is not significant either at 0.05 or 0.01 levels of confidence. Therefore, the Hypothesis 8(c), There exists no significant difference between mental health of male and female Polytechnic teachers is accepted.

**Hypothesis 8-(d)** There exists no significant difference between organizational climate of male and female polytechnic teachers.

The t-value for the difference between the organizational climate of male & female teachers of privately managed and government polytechnic of Punjab State was found to be 0.458, which is
not significant both at 0.05 and 0.01 levels of confidence. Therefore, Hypothesis 8-(d): “There exists no significant difference between organizational climate of male and female polytechnic teachers is accepted.

Table 4.13

t-value for the significance of difference between govt. and private polytechnic teachers for organisational climate, self concept, mental health and burnout.

<table>
<thead>
<tr>
<th>Group/category</th>
<th>N</th>
<th>M</th>
<th>S.D.</th>
<th>Df</th>
<th>t-value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational climate</td>
<td>GOVT</td>
<td>179</td>
<td>164.21</td>
<td>39.536</td>
<td>318</td>
<td>0.037 Not Significant at both levels</td>
</tr>
<tr>
<td></td>
<td>PVT</td>
<td>141</td>
<td>164.04</td>
<td>39.320</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Concept</td>
<td>GOVT</td>
<td>179</td>
<td>139.09</td>
<td>31.730</td>
<td>318</td>
<td>-0.868 Not Significant at both levels</td>
</tr>
<tr>
<td></td>
<td>PVT</td>
<td>141</td>
<td>139.09</td>
<td>35.761</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental Health</td>
<td>GOVT</td>
<td>179</td>
<td>139.09</td>
<td>24.322</td>
<td>318</td>
<td>-1.226 Not Significant at both levels</td>
</tr>
<tr>
<td></td>
<td>PVT</td>
<td>141</td>
<td>135.65</td>
<td>25.397</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Burnout(T)</td>
<td>GOVT</td>
<td>179</td>
<td>85.43</td>
<td>44.125</td>
<td>318</td>
<td>0.405 Not Significant at both levels</td>
</tr>
<tr>
<td></td>
<td>PVT</td>
<td>141</td>
<td>83.38</td>
<td>45.494</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significance value 0.05 level = 1.96   Significance value at 0.01 level = 2.59

Hypothesis 9(a) - There exists no significant difference in the organizational climate of government and private polytechnic teachers

The t-value for the difference between the organizational climate of teachers of privately managed and government polytechnic of Punjab State was found to be 0.037, which is not significant both at 0.05 and 0.01 levels of confidence. Therefore, Hypothesis 9(a): There exists no significant difference in the organizational climate of government and private polytechnic teachers, is accepted.

Hypothesis 9(b): There exists no significant difference in the self-concept of government and private polytechnic teachers

The t-value for the difference between the self concept of teachers of privately managed and government polytechnic of Punjab State was found to be -0.868, which is not significant both at 0.05 and 0.01 levels of confidence. Therefore, Hypothesis 9(b): There exists no significant difference in the self concept of government and private polytechnic teachers, is accepted.
Hypothesis 9(c): There exists no significant difference in the mental health of government and private polytechnic teachers

The t-value for the difference between the mental health of teachers of privately managed and government polytechnic of Punjab State was found to be -1.226, which is not significant both at 0.05 and 0.01 levels of confidence. Therefore, Hypothesis 9(c): There exists no significant difference in the mental health of government and private polytechnic teachers, is accepted.

Hypothesis 9(d): There exists no significant difference in the burnout of government and private polytechnic teachers.

The t-value for the difference between the burnout of teachers of privately managed and government polytechnic of Punjab State was found to be 0.405, which is not significant both at 0.05 and 0.01 levels of confidence. Therefore, Hypothesis 9(d): There exists no significant difference in the burnout of government and private polytechnic teachers, is accepted.

Table 4.14 (a)

<table>
<thead>
<tr>
<th>Organizational Climate Of Govt. Polytechnic Colleges</th>
<th>Climate</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burnout</td>
<td>Closed</td>
<td>28</td>
<td>79.21</td>
<td>49.166</td>
<td>-0.874</td>
</tr>
<tr>
<td></td>
<td>Open</td>
<td>31</td>
<td>89.58</td>
<td>41.916</td>
<td></td>
</tr>
<tr>
<td>Mental Health</td>
<td>Closed</td>
<td>28</td>
<td>136.89</td>
<td>27.658</td>
<td>-0.494</td>
</tr>
<tr>
<td></td>
<td>Open</td>
<td>31</td>
<td>140.13</td>
<td>22.642</td>
<td></td>
</tr>
<tr>
<td>Self Concept</td>
<td>Closed</td>
<td>28</td>
<td>113.64</td>
<td>33.576</td>
<td>0.225</td>
</tr>
<tr>
<td></td>
<td>Open</td>
<td>31</td>
<td>111.84</td>
<td>27.907</td>
<td></td>
</tr>
</tbody>
</table>

Not significant at either .01 or .05 level of significance.

Table 4.14 (b)

<table>
<thead>
<tr>
<th>Organizational Climate Of Private Polytechnic Colleges</th>
<th>Climate</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burnout</td>
<td>Closed</td>
<td>26</td>
<td>89.88</td>
<td>47.672</td>
<td>1.228</td>
</tr>
<tr>
<td></td>
<td>Open</td>
<td>24</td>
<td>73.46</td>
<td>46.879</td>
<td></td>
</tr>
<tr>
<td>Mental Health</td>
<td>Closed</td>
<td>26</td>
<td>127.62</td>
<td>24.318</td>
<td>-0.823</td>
</tr>
<tr>
<td></td>
<td>Open</td>
<td>24</td>
<td>133.75</td>
<td>28.055</td>
<td></td>
</tr>
<tr>
<td>Self Concept</td>
<td>Closed</td>
<td>26</td>
<td>97.38</td>
<td>29.008</td>
<td>-.1.971</td>
</tr>
</tbody>
</table>

t-value for the significance of difference in the self concept, mental health and burnout of government polytechnic teachers with open and closed organisational climate.

t-value for the significance of difference in the self concept, mental health and burnout of private polytechnic teachers with open and closed organisational climate.
Hypothesis 10 - There exists no significant difference in the mental health of polytechnic teachers with open and closed organizational climate

With reference to tables 4.14(a) and 4.14(b), the t-value for the difference between the mental health of teachers with open and closed climate in privately managed and government polytechnic of Punjab State were found to be -0.823 and -0.494 respectively, which were not significant both at 0.05 and 0.01 levels of confidence. Therefore, Hypothesis 10: There exists no significant difference in the mental health of polytechnic teachers with open and closed organizational climate is accepted.

Hypothesis 11 - There exists no significant difference in the self-concept of polytechnic teachers with open and closed organizational climate.

With reference to tables 4.14(a) and 4.14(b), the t-value for the difference between the self-concept of teachers with open and closed climate in privately managed and government polytechnic of Punjab State were found to be -1.971 and 0.225 respectively, which were not significant both at 0.05 and 0.01 levels of confidence. Therefore, Hypothesis 11: There exists no significant difference in the self-concept of polytechnic teachers with open and closed organizational climate is accepted.

Hypothesis 12 - There exists no significant difference in the burnout of polytechnic teachers with open and closed organizational climate.

With reference to tables 4.14(a) and 4.14(b), the t-value for the difference between the burnout of teachers with open and closed climate in privately managed and government polytechnic of Punjab State were found to be 1.228 and -0.874 respectively, which were not significant both at 0.05 and 0.01 levels of confidence. Therefore, Hypothesis 12: There exists no significant difference in the burnout of polytechnic teachers with open and closed organizational climate is accepted.

Table 4.15
t-value for the significance of difference between organisational climate with varying teaching experience

<table>
<thead>
<tr>
<th>Group/Category</th>
<th>N</th>
<th>Mean</th>
<th>S D</th>
<th>t-value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burnout</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>≤ 10 yrs</td>
<td>169</td>
<td>82.39</td>
<td>44.861</td>
<td>-0.906</td>
<td>Not Significant</td>
</tr>
<tr>
<td>&gt;10 ≤ 20 yrs</td>
<td>151</td>
<td>86.92</td>
<td>44.491</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>≤ 10 yrs</td>
<td>169</td>
<td>138.61</td>
<td>25.178</td>
<td>0.787</td>
<td>Not Significant</td>
</tr>
<tr>
<td>&gt;10 ≤ 20 yrs</td>
<td>151</td>
<td>136.42</td>
<td>24.447</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self Concept</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>≤ 10 yrs</td>
<td>169</td>
<td>109.82</td>
<td>34.727</td>
<td>0.722</td>
<td>Not Significant</td>
</tr>
<tr>
<td>&gt;10 ≤ 20 yrs</td>
<td>151</td>
<td>107.11</td>
<td>32.240</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational Climate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>≤ 10 yrs</td>
<td>169</td>
<td>165.10</td>
<td>39.214</td>
<td>0.464</td>
<td>Not Significant</td>
</tr>
<tr>
<td>&gt;10 ≤ 20 yrs</td>
<td>151</td>
<td>163.05</td>
<td>39.666</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Hypothesis 13:** There exists no significant difference in the organizational climate of polytechnic teachers with varying teaching experience.

With reference to table 4.15 the t-value for the difference between the organizational climate of teachers with varying experience in polytechnic of the Punjab State was found to be 0.464, which was not significant both at 0.05 and 0.01 levels of confidence. Therefore, Hypothesis 13: There exists no significant difference in the organizational climate of polytechnic teachers with varying teaching experience is accepted.

**Hypothesis 14:** There exists no significant difference in the burnout of polytechnic teachers with varying teaching experience.

With reference to table 4.15 the t-value for the difference between the burnout of teachers with varying experience in polytechnic of the Punjab State was found to be -0.906, which was not significant both at 0.05 and 0.01 levels of confidence. Therefore, Hypothesis 14: There exists no significant difference in the burnout of polytechnic teachers with varying teaching experience is accepted.

**Hypothesis 15:** There exists no significant difference in the self concept of polytechnic teachers with varying teaching experience.
With reference to table 4.15 the t-value for the difference between the self concept of teachers with varying experience in polytechnic of the Punjab State was found to be -0.722, which was not significant both at 0.05 and 0.01 levels of confidence. Therefore, Hypothesis 15: There exists no significant difference in the self concept of polytechnic teachers with varying teaching experience is accepted.

**Hypothesis 16:** There exists no significant difference in the mental health of polytechnic teachers with varying teaching experience.

With reference to table 4.15 the t-value for the difference between the mental health of teachers with varying experience in polytechnic of the Punjab State was found to be -0.722, which was not significant both at 0.05 and 0.01 levels of confidence. Therefore, Hypothesis 16: There exists no significant difference in the mental health of polytechnic teachers with varying teaching experience is accepted.

**ANOVA Interaction Analysis of Organizational Climate Score with Respect to categories of Gender, Burnout, Mental Health and Self-concept**

The following table measures the 2x2x2 ANOVA interaction analysis of various categories of gender, burnout, mental health & self-concept on the scores of the organization climate. The below table analysis showed there were no significant level of any interaction was present on the overall scores of the organization climate. The general null hypothesis assumed in this analysis was,

**Hypothesis 17:** There was no significant interaction present among the levels of the variables on the scores of the organization climate

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>15657.890</td>
<td>15</td>
<td>1043.859</td>
<td>.662</td>
<td>.821</td>
</tr>
<tr>
<td>Intercept</td>
<td>7247861.99</td>
<td>1</td>
<td>7247861.996</td>
<td>4.600E3</td>
<td>.000</td>
</tr>
<tr>
<td>Sex</td>
<td>21.713</td>
<td>1</td>
<td>21.713</td>
<td>.014</td>
<td>.907</td>
</tr>
<tr>
<td>Burnout</td>
<td>174.158</td>
<td>1</td>
<td>174.158</td>
<td>.111</td>
<td>.740</td>
</tr>
</tbody>
</table>
### Simple Effects of Sex, Burnout, Mental Health and Self-Concept on Organisational Climate

F-ratios for simple effect of sex, burnout, mental health and self-concept on organisational climate were found to be 0.014, 0.111, 1.708 and 0.778 respectively. None of the F-values were found to be significant at 0.05 level of confidence. So whatever difference is coming may be due to chance or sampling error. So the Hypotheses that there will be no difference in the scores of organisational climate due to difference in sex or variable levels of burnout, mental health and self-concept stands accepted and retained.

### Interactional Effects of Sex, Burnout, Mental Health and Self-Concept on Organisational Climate

The first order interactions namely, between sex and burnout, sex and Mental Health, sex and Self-Concept burnout and Mental Health, burnout and Self-Concept and Mental Health and Self-Concept were not found to be significant. Also, the second order interaction among variables of sex, burnout, mental health and self-concept on organisational climate were not found to be statistically significant. Therefore interactional null hypotheses “Hypothesis 17: There was no

<table>
<thead>
<tr>
<th>Interaction</th>
<th>Sum of Squares</th>
<th>df1</th>
<th>df2</th>
<th>Mean Square</th>
<th>F-ratio</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health</td>
<td>2692.050</td>
<td>1</td>
<td>2692.050</td>
<td>1.708</td>
<td>.192</td>
<td></td>
</tr>
<tr>
<td>Self-Concept</td>
<td>1225.448</td>
<td>1</td>
<td>1225.448</td>
<td>.778</td>
<td>.379</td>
<td></td>
</tr>
<tr>
<td>Sex * Burnout</td>
<td>1335.727</td>
<td>1</td>
<td>1335.727</td>
<td>.848</td>
<td>.358</td>
<td></td>
</tr>
<tr>
<td>Sex * MH</td>
<td>160.481</td>
<td>1</td>
<td>160.481</td>
<td>.102</td>
<td>.750</td>
<td></td>
</tr>
<tr>
<td>Sex * SC</td>
<td>47.333</td>
<td>1</td>
<td>47.333</td>
<td>.030</td>
<td>.863</td>
<td></td>
</tr>
<tr>
<td>Burnout * MH</td>
<td>96.324</td>
<td>1</td>
<td>96.324</td>
<td>.061</td>
<td>.803</td>
<td></td>
</tr>
<tr>
<td>Burnout * SC</td>
<td>1008.625</td>
<td>1</td>
<td>1008.625</td>
<td>.640</td>
<td>.424</td>
<td></td>
</tr>
<tr>
<td>MH * SC</td>
<td>359.427</td>
<td>1</td>
<td>359.427</td>
<td>.228</td>
<td>.633</td>
<td></td>
</tr>
<tr>
<td>Sex * Burnout * MH</td>
<td>67.502</td>
<td>1</td>
<td>67.502</td>
<td>.043</td>
<td>.836</td>
<td></td>
</tr>
<tr>
<td>Sex * Burnout * SC</td>
<td>1924.679</td>
<td>1</td>
<td>1924.679</td>
<td>1.221</td>
<td>.270</td>
<td></td>
</tr>
<tr>
<td>Sex * MH * SC</td>
<td>73.651</td>
<td>1</td>
<td>73.651</td>
<td>.047</td>
<td>.829</td>
<td></td>
</tr>
<tr>
<td>Burnout * MH * SC</td>
<td>56.194</td>
<td>1</td>
<td>56.194</td>
<td>.036</td>
<td>.850</td>
<td></td>
</tr>
<tr>
<td>Sex * Burnout * MH * SC</td>
<td>3223.118</td>
<td>1</td>
<td>3223.118</td>
<td>2.045</td>
<td>.154</td>
<td></td>
</tr>
<tr>
<td>Error</td>
<td>479029.332</td>
<td>304</td>
<td>1575.754</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>9115517.00</td>
<td>320</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
significant interaction present among the levels of the variables of sex, burnout, mental health and self-concept on the scores of the organization climate.” stand accepted.

The analysis showed the interaction of the levels of sex and burnout on the score of organizational climate were not so impacting (p = 0.350). Similarly the levels of the sex and other variable levels of mental health and self-concept collectively did not show any significant interaction on the organization climate score as p values were less than 0.05 i.e. 0.750 and 0.863 respectively.

The further analysis also showed there was no as such significant interaction available due to any multiple level of any variable on the scores of the organization climate score as all p values were less than 0.05. Thus in all cases the Hypothesis 17 was accepted.

CHAPTER V
SUMMARY AND CONCLUSIONS

5.1 INTRODUCTION

Technical Education is one of the most significant components of human resource development spectrum with great potential for adding value to products and services, for contributing to the national economy, and for improving the quality of life of the people.

Today new fields of engineering are continually emerging as a result of technological and scientific breakthroughs. Other specialized fields focus on even more specific areas of engineering. The need and the changes occurring due to developments in computer based
technology in our educational system describes the salient features and achievements, the challenges and opportunities that arise with the technical education in India.

Polytechnics are technical institutions offering courses and programmes in the field of engineering and technology at diploma and post diploma levels for producing technicians/engineers. These institutions have to play a key role in industrial restructuring on the technological dimensions by training and re-training and continuous development of quality technician/engineers required by the industry. It must build excellence by improving its quality, effectiveness, equity, efficiency and culture (Malhotra, 1993).

As such, it is important that polytechnic teachers are not only fully qualified and trained but also enjoy a healthy and growth oriented culture in the polytechnics. They need to have full job satisfaction, proper organisational climate to keep balanced mental health and burnout syndrome to make teaching learning in polytechnics highly effective.

According to Denison (1990) an organizational climate encourages the employee involvement and empowerment in decision-making predicts the financial success of the organization.

The organizational climate therefore means interpersonal relationship with the group (staff personnel) and between the group and its leader (The head of the institution) the constituents (Principal and personnel) of the institution are comparable to the working parts of the machine which in turn corresponds to its organization.

Potosky and Ramakrishna (2001) put an emphasis on learning and skill development on organizational performance. Good mental health led to better skill development. Cuts and Moseley (1941) defined mental health as the ability to adjust satisfactorily to the various strains we meet in the life and mental hygiene as the means we take to assure this adjustment.

In this positive sense, mental health is the foundation for well-being and effective functioning for an individual and for a community for developing the positive self-concept.

Self-Concept is a life-long process that grows and develops continuously in social setting. An individual is not born with a self-concept nor does he inherit it, but he forms one as a result of his experiences and capacities.
Self-concept is equally important in the area of scholastic learning and keeping one from the routine burnout. The learner learns well with the involvement of self and the teacher teaches well only when it is not exhausted physically, emotionally and mentally Aronson (1981).

Thus, the self-concept and mental health is responsible for the success and failure of a person or any organisation. It is an important factor which has an unquestioned bearing upon the achievement of the person.

5.2 EMERGENCE OF THE PROBLEM

The climate of any organization (institution) is affected by the mental health of the leader (administrator), his personality, maturity, roles and activities performed by him. It is the leader of the organization, who frames policies, takes decisions, sets goals and makes efforts to achieve them. This affects the performance of the employees, their self-concepts and burnout in the institution. A good leader helps in the upliftment of the institution and not a good leader helps vice-versa. Hence leadership has a real impact on the organization as it stimulates the organizational activities in an appropriate way considerable research indicates that the organizational climate and its effectiveness is linked. Whereas Capps and Charles George (2001) studied that Organizational Climate of nursing department does have a predictive capability with job satisfaction and performance perceptions. Mosser, Nancy Rowland (2001) examined the relationship between the leadership frames of nursing chairpersons and Organizational Climate of nursing department. Whereas Eaton (1991) studied whether the observational feedback had any effect in burnout levels on elementary physical education teachers; Andrews (1991) examined stress, job satisfaction and burnout of 50 Bilingual and 57 only English teachers at the elementary level. The open and the closed organizational climate of any institution effects the teachers mental health, his self-concept and the burnout of the teachers or its employers Hotfield (1964) investigated self-concept and success in teaching, Anderson and Lwanicki (1981) in the self-esteem and burnout, Fibkins (1983) helping to reduce burnout, Carveth (1984) examined effects of mental health and organizational variables on teachers burnout but the investigator did not come across any study whether in India or outside conducted on the impact of organizational climate on mental health, self-concept and burnout of polytechnic teachers of Punjab State together with all these variables. Hence, the need of the study.
5.3 STATEMENT OF THE PROBLEM

A STUDY OF MENTAL HEALTH, SELF-CONCEPT AND BURNOUT OF POLYTECHNIC TEACHERS IN RELATION TO ORGANIZATIONAL CLIMATE

- OBJECTIVES OF THE STUDY

- To study the relationship of Organizational Climate of Polytechnic Teachers with Mental Health.
- To study the relationship of Organizational Climate of Polytechnic Teachers with Self-Concept.
- To study the relationship of Organizational Climate of Polytechnic Teachers with Burnout.
- To study the relationship of Mental Health of Polytechnic Teachers with Self-Concept.
- To study the relationship of Mental Health of Polytechnic Teachers with Burnout.
- To study the relationship of Self-Concept of Polytechnic Teachers with Burnout.
- To ascertain conjoint contribution of Mental Health, self-concept and burnout to the total variance in the Organizational Climate of Polytechnic Teachers.
- To compare the Organizational Climate of Male and Female Polytechnic Teachers.
- To compare the Organizational Climate of Government and Private Polytechnics of Punjab state.
- To study the Mental Health of Polytechnic Teachers with open and closed organizational climate.
- To study the Self-Concept of Polytechnic teachers with open and closed organizational climate.
- To Study the Burnout of Polytechnic Teachers with open and closed organizational climate.
- To compare the Organizational Climate of secondary school teachers in relation to varying levels of teaching experience.
• To compare the burnout of secondary school teachers in relation to varying levels of teaching experience.

• To compare the self concept of secondary school teachers in relation to varying levels of teaching experience.

• To compare the mental health of secondary school teachers in relation to varying levels of teaching experience.

• To study the interaction present among the levels of the variables on the scores of the organization climate.

5.5 HYPOTHESES OF THE STUDY

Following research hypotheses were tested through statistical analysis:

• There exists no significant relationship between organizational climate and mental health of polytechnic teachers.

• There exists no significant relationship between organizational climate and self-concept of polytechnic teachers.

• There exists no significant relationship between organizational climate and burnout of polytechnic teachers.

• There exists no significant relationship between mental health and self-concept of polytechnic teachers.

• There exists no significant relationship between mental health and burnout of polytechnic teachers.

• There exists no significant relationship between self-concept and burnout of polytechnic teachers.

• The variables of mental health, self-concept and burnout will not significantly contribute to the total variance in the organizational climate of polytechnic colleges.

8(a). There exists no significant difference in the burnout of male and female polytechnic teachers.
8(b). There exists no significant difference between self-concept of male and female polytechnic teachers

8(c). There exists no significant difference between mental health of male and female Polytechnic teachers

8(d). There exists no significant difference in the organizational climate of male and female polytechnic teachers.

9(a). There exists no significant difference in the organizational climate of government and private polytechnic colleges.

9(b). There exists no significant difference in the self-concept of government and private polytechnic teachers

9(c). There exists no significant difference in the mental health of government and private polytechnic teachers

9(d). There exists no significant difference in the burnout of government and private polytechnic teachers.

- There exists no significant difference in the mental health of polytechnic teachers with open and closed organizational climate.

- There exists no significant difference in the self-concept of polytechnic teachers with open and closed organizational climate.

- There exists no significant difference in the burnout of polytechnic teachers with open and closed organizational climate.

- There exists no significant difference in the organizational climate of polytechnic teachers with varying teaching experience.

- There exists no significant difference in the burnout of polytechnic teachers with varying teaching experience.

- There exists no significant difference in the self-concept of polytechnic teachers with varying teaching experience.
• There exists no significant difference in the mental health of polytechnic teachers with varying teaching experience.
• There was no significant interaction present among the levels of the variables on the scores of the organization climate

5.6 RESEARCH DESIGN

As descriptive research method was employed to investigate the relationship of mental health, self-concept and burnout of polytechnic teachers with organizational climate. The practical design of the study was set under the following broad headings:

• Sample of the study
• Tools used
• Collection of the data
• Statistical Techniques

5.7 SAMPLE OF THE STUDY

The study was conducted on a sample of 320 polytechnic teachers both male and female chosen by stratified random sampling technique from the government and privately managed polytechnic of Punjab State. A stratified random sampling technique was adopted in the present study.

5.8 TOOLS USED

The following tools were used to collect the data:

(i) Organizational Climate Description Questionnaire (by Sharma, Moti Lal, 1973) an Indian adaptation of OCDQ (by Halpin and Croft, 1963) was used to classify polytechnic into open and closed climate organization.

(ii) Mental health scale constructed by Srivastava, A.K. and Jagdish (1983) was used to measure mental health status of teachers.

(iii) The measurement of self-concept by Pratibha Deo, (1971), was used to study self-concept.
Burnout Inventory by Menon, P.N., Dutt, S., & Dhir, B.M. (2001) was used to measure burnout of the teacher.

**DELIMITATIONS OF THE STUDY**

1. The present study was confined to 320 teachers teaching in polytechnic of Punjab State only by employing stratified random sampling technique.

2. The organizational climate was studied only in relation to mental health, self-concept and burnout of both male and female teachers of government and privately managed polytechnics of Punjab state.

**5.10 STATISTICAL TECHNIQUES USED**

The data will be analysed by using the descriptive statistics such as mean, median, standard deviation, skewness, kurtosis and inferential statistics as correlation, analysis of variance and t-ratios.

**5.11 FINDINGS AND CONCLUSIONS**

On the basis of analysis of the data and the interpretation of the results obtained through descriptive and inferential statistic the following conclusions were drawn:

- The coefficients of correlation between organizational climate, mental health, self-concept and burnout were found to be not significant for the teachers teaching in polytechnic colleges of the Punjab state. So these variables do not seem to influence each other significantly.

- The organizational climate, mental health, self-concept and burnout of Government and Private Colleges of the Punjab state are not different from each other.

- The variables Burnout, Mental Health, Self-Concept do not significantly contribute toward the variance in organizational climate of polytechnic college teachers. There are certain other variables or factors like personality, creativity, self concept, attitude of students rating etc. which affect the of organizational climate of polytechnic college teachers which may not have been involved in the present study.
• The analysis showed the interaction of the levels of sex & burnout on the score of organization climate were not so impacting, similarly the levels of the sex and other variable levels of mental health & self-concept collectively did not show any significant interaction on the organization climate.

• Even the varying teaching experience did not affect organizational climate, mental health, self-concept and burnout of teachers of polytechnic colleges of Punjab. May be the administration in these colleges treats all the teachers alike without any consideration to their experience and age and also the teachers do not bother about the harmony of organisational climate irrespective of their mental health, self-concept and burnout (whether low or high, positive or negative).

• Again the openness or closedness of the organisational climate did not affect mental health, self-concept and burnout of teachers of polytechnic colleges of Punjab irrespective of their experience and type of management.

• **EDUCATIONAL IMPLICATIONS**

The present study has large implications which are as follows:

• As Teaching is a noble and responsible profession, It is Important to avoid job Burnout, and Manage Stress at Work. Once the teachers are able to know that they are suffering from burnout, they can avoid their own displacements.

• Organizational climate affects mental health of the teachers as well as the learner’s ability, results in poor planning, poor communication, problem solving, decision making, learning and motivation, which in turn might have impact on the effectiveness and productivity of the teaching institute.

• Self-concept of the professionals affects the burnout which results in poor personality and rate of teacher’s skills and abilities. To avoid this cultural pattern of the organization should be maintained.

• Organizational climate of any educational institute should be kept healthy so that work environment and well-being of the teachers and the taught may be improved and maintained.
• Burnout produces negative thoughts and stressful incident (i.e., frustration, failure) leads to adjustment problems within the institute, classroom etc. Also, teaching effectiveness and personality, of the teachers. A relationship between two people must be kept healthy so that the exchange of information and the expectations of the head or the students will meet at par.

• Teachers, who are skilled in self-management enables pupils to manage their own emotions, exercise self-discipline, take personal responsibility and develop organizational skills to enhance personal outcomes.

**SUGGESTION FOR FURTHER RESEARCH**

As pointed out, the study was delimited with respect to the sample studied, factors controlled, tools and techniques employed and statistical operations carried out. These limitations points to the necessity of conducting a series of research projects in the area of research covered by the study. Some possibilities include:

• In the present investigation, conclusion was based on the sample of 320 polytechnic colleges located in the Punjab region. Therefore, there is a need for cross validation of the findings. The present study should be replicated on the wider sample.

• This study may be extended to give adequate representation of all types of technical colleges.

• The present study was delimited to polytechnic teachers only. The study can be extended to students, administrators and lecturers too.

• Present study was delimited to three variables viz. mental health, organizational climate, self-concept and teacher’s burnout. It can be extended or replaced by other variables also for example stress, job satisfaction, self-esteem etc.

• The present study is also extended by making Comparison of different variables teachers of different states and colleges or schools.