

## DOES INSTITUTIONAL CLIMATE INFLUENCE ON TEACHERS BURNOUT: A CROSS - SECTIONAL STUDY IN SECONDARY SCHOOL TEACHERS

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*Burnout is recognized as a syndrome which commonly affects those who collaborate with others at work. Due to uncommunicative interactions with many students, staff members and administrators are at risk for burnout. This study attempts to assess the relationships between the three dimensions of burnout and institutional climate of the secondary school teachers. The investigators collected total 100 samples with help of purposive sampling through. Maslach Burnout Inventory (Maslach and Jackson, 1986) and Institutional Climate Inventory (Bandhu 2006) tool have been used and according to the nature of the study investigators cross-sectional research design have been employed. The result was emotional exhaustion is positively linked with high levels of depersonalization and personal accomplishment; Therefore, depersonalization is negatively associated with personal accomplishment. However, institutional climate are positive or significantly associated with emotional exhaustion; and depersonalization and personal accomplishment dimensions are not significant connection with institutional climate. Various demographical and controlling variables are significantly associated with the dimensions of burnout and institutional climate. This study will be helped school teachers to be aware of the indicators of burnout and help to identify the syndrome in the early stage.*

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