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The Moderating Role of Work Passion in the Relationship Between Organizational Climate and Burnout in a Sample of Secondary School Teachers

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Abstract

The study investigated the moderating role of work passion in organizational climate and burnout relations among secondary school teachers. A total of two hundred and one (201) participants comprising 28 male and 182 female secondary school teachers from the ages of 24 to 46 years ($M = 32.54, SD = 4.03$) were drawn for the study using two-stage sampling. Burnout Inventory (Maslach & Jackson, 1986), Organizational Climate Scale (Litwin & Stringer, 1968) and Work Passion (Vallerand, Houliort & Bourdeau 2003) were used for data collection. A correlational design was adopted for this study, while a moderated hierarchical multiple regression was used for data analysis. Findings show that work passion negatively correlated with emotional exhaustion dimension of burnout of ($r = -.12, p < .05$), work passion negatively correlated with depersonalization dimension of burnout ($r = -.23, p < .001$), work passion did not correlate with feeling of reduced personal accomplishment. Organizational climate did not correlate with any dimension of burnout (emotional exhaustion, $r = -.08$, depersonalisation, $r = -.09$ and feeling of reduced personal accomplishment, $r = .02$ at $p < .05$). Work passion negatively moderated the relationship between organizational climate and two dimensions of burnout (emotional exhaustion, $\beta = -.21$ and depersonalisation, $\beta = -.20$ at $p < .01$). Thus, school management should motivate school teachers to enhance work passion, so as to contribute to a decrease in both emotional exhaustion and depersonalization.

Keywords: burnout, depersonalization, exhaustion, stress, wellbeing

Introduction

Teaching profession is among the most stressful professions and globally it occupies a central role in the delivery of quality education to students (Brouwer, et al., 2017). In Nigeria, studies (e.g. Anomeze, et al., 2016) have shown that teachers play a vital role such as the time the teacher spends in preparing lessons and marking papers, the activities students are engaged during the lessons, the way they interact (which may lead to altercation) and the way the classroom is organized can be strenuous which may result in stress causing burnout. For example, teachers are usually high achievers who like to throw in everything they got to improve both themselves and their students. Despite these vital roles played by teachers, their condition in Nigeria is pathetic. In Nigeria, teachers are poorly treated to the extent that people consider their reward to be in heaven. Moreover, their constant interaction with pupils and students, and other job responsibilities likely expose them ceaselessly to high level of stress. This chronic stress may trigger burnout. Teachers have above-average burnout rate compared to other professions (Kyriacou, 2015).

Burnout is one of the most common psychological manifestations of job-related health problems (Schaufeli, et al., 2009). Burnout is defined as a negative psychological experience that is the reactions to job-related stress (Schaufeli, et al., 2009). It pertains to feelings experienced by people whose jobs require repeated exposure to emotionally charged social situations (Schaufeli, et al.,). Thus, it is an occupational hazard to which all members of helping professions are exposed, including teachers. Burnout is conceptualized as a unique type of strain pattern, comprising emotional exhaustion, depersonalization and reduced self-accomplishments (Maslach & Jackson, 1981). It has significant implications for individuals as well as the organizations. In the context of individual, burnout is related to issues like decreased self-esteem, depression, fatigue, anxiety and deterioration of physical health (Toker & Biron, 2012; Singh & Suar, 2010; Kahill, 2018; Burke & Deszca, 2016; Jackson & Maslach, 1982).

The most commonly accepted definition of burnout is the three-component conceptualization developed by Maslach (1996) characterized into emotional exhaustion, depersonalization and feeling of reduced personal accomplishment. Emotional exhaustion being the first, is characterized by a lack of energy and enthusiasm and the feeling of resource exhaustion (Carlotto & Camara, 2004), which may manifest itself in various symptoms such as headache, nausea, muscular tension, low back or cervical pain, sleep disturbance, impatience, and irritability (Trigo, et al., 2007). Emotional exhaustion is a core component of burnout (Green et al., 2001). Emotional exhaustion is particularly associated with high job demands, such as workload and time pressure (Demerouti, et al., 2001, Ke & Ashforth, 2006) and can be viewed as poor strategy to deal with exhaustion (Bakker, et al., 2000).

According to Mukundan and Ahour (2011), emotional exhaustion in the teaching profession occurs when the teacher feels weary and fatigued that manifests when energies are depleted. Consequently, the teachers discover that they can no longer give their best to the students as they did before. And at the end of the day, the teacher may become physically and mentally exhausted (Brouwers et al., 2017). Emotional exhaustion is a state of depleted energy caused by excessive psychological and emotional demand (Maslach et al., 2001). Individuals (i.e. teachers) experience exhaustion when their emotional and physical resources are depleted and they are incapable of performing at work because all their energy has been drained (Maslach & Leiter, 2001).

The second components is depersonalization which refers to the impersonality with which a professional treats the people around them such as dealing with students, colleagues as if they were objects, and developing emotional insensitivity (Carlotto & Camara, 2004). In occupations that do not involve patients or customer service, this dimension can be characterized by the development of a distance attitude and indifference towards the work, rather than with people with whom one is working (Maslach & Schaufeli, 2003). Mukundan and Ahour (2011) further stated that teachers experience depersonalization when they no longer have positive feelings about their students. For example, they start being cold to students, callous, negative and apathetic attitudes towards them and sometimes resort to physically isolating themselves from the student. Leiter and Maslach (2004) stated that depersonalization usually occur in reaction to exhaustion. Depersonalization is a

state in which an individual experiences that his feelings, thoughts, memories do not belong to him (Maslach & Leiter, 2001). According to Turner and Brief (1987), depersonalization is the tendency to individualize and dehumanize others through cynical, callous and uncaring attitude and behaviour.

The third component of burnout, feeling of reduced personal accomplishment, is a workers' tendency to self-evaluate negatively and to feel unhappy and dissatisfied with his or her professional development (Carlotto & Camara, 2004). Feeling of reduced personal accomplishment is the tendency to evaluate oneself negatively, particularly with regard to one's work with clients (Maslach & Leiter, 2001); encompassing both social and non-social aspects of occupational accomplishment. Workers may feel unhappy about themselves and dissatisfied with their accomplishment (Maslach & Jackson, 2002). Among burnout characteristics, feeling of reduced personal accomplishment is considered a more independent state and less important (Maslach et al., 2001) because of its relatively low correlations with exhaustion and cynicism.

Burnout, reflecting a 'wearing out' from long time exposure to work-related stress (Maslach & Schaufeli, 1993) affects people's physical and emotional welfare. It seems to be correlated with various psychological symptoms, including anxiety, depression, and feelings of helplessness (Niebrugge, 2014), insomnia (Armon et al., 2018), depression, anxiety, reduced self-esteem (Maslach et al., 2001), increased use of alcohol and drugs, marital and family problems and so on (Maslach & Jackson, 1980). It also has a negative impact on physical health and is positively related to morbidity and bodily disorders (Olekalns & Erwin, 2018; Parker & Kulik, 2015), high turnover intention and low work passion (Himle et al., 2016; Jayaratne & Chess, 2014; Abu-Bader, 2000), low morale, loss of productivity and efficiency (Maslach & Jackson, 1981; Schaufeli, 2003). It poses a challenge to both employees and organizations since it is likely to reduce the organization's performance and threaten its sustainable competitiveness. Therefore, academics and practitioners have focused on exploring antecedents and consequences of burnout for the last three decades. Various possible causes of burnout have been investigated and three categories of work characteristics including organizational climate, workload and role characteristics are identified as factors contributing to burnout (Chen et al., 2012).

The relationship between organizational climate and burnout is of particular importance to employers, who are constantly searching for ways to increase productivity, lower costs and remain committed in their workplace. The relationship between job burnout and organizational climate has been an interwoven case study, whereby in some past studies (e.g., Lavinge, et al., 2014) there was a positive relationship, while in others there was a negative relationship.

Organizational climate is the general character of the total organizational environment as perceived by those who work within it. It is an expression of the organizational culture (APA 2007). Therefore, organizational climate can be defined as a psychologically meaningful job description of the work environment (Aarons & Sawitzky, 2006) and a set of attributes specific to a particular organization that may be deduced from the way the organization deals with its members and its environment (Campbell, 2007). For the individual member within an organization, climate takes the form of a set of attitudes and expectancies which describe the organization in terms of static characteristics and behaviour-outcome and outcome-outcome contingencies. Organizational climate is determined by a series of characteristics that form a unique work environment in each organization and the perception that each of the members has and influences the performance of their functions (Campbell, 2007). Analyzing the organizational climate gives tools to managers or managers tending to improve it, in order to become a means to achieve organizational objectives (Campbell, 2007).

Organizational climate comprises a mixture of norms, values, expectations, policies and procedures that influence work motivation, commitment and ultimately, individual and work unit performance (Argyris, 2013). Positive climate encourages, while negative climates inhibit discretionary effort. Organizational climate refers to the quality of working environment (Fleishman, 2013). If people feel that they are valued and respected within the organization, they are more likely to contribute positively to the achievements of the business outcomes. Creating a healthy organizational climate requires attention to the factors which influence employee's perceptions, including the quality of leadership, the way in which decisions are made and whether the efforts of

employees are recognized. In fact, organizational climate may be thought of as the perceptions of the characteristics of an organization (Fleishman, 2013).

Scholars of organizational climate have Organizational personification relating to individual perception of organizational properties in identifying organizational climate. Denison (2016) argues that developing a universal set of dimensions was often the central issue of the organizational climate researchers so that comparative studies could be made possible in different organizational settings. Denison (2016) compared this approach to that of the culture research that used a post-modern perspective which examined the qualitative aspects of individual social contexts where each culture that was seen as unique and was not expected to have generalizable qualities which had become central to the climate research. Jones and James (2017) argued that one of the assumptions of the organizational climate literature is that a relatively limited number of dimensions could characterize a wide cross-section of social settings. Jones and James (2017) categorized their organizational climate dimensions into conflict and ambiguity, job challenge, importance and variety, leader facilitation and support, work cooperation, friendliness and warmth, professional and organization esprit and job standards

The content of organizational climate has varied widely and they include almost all the important aspect of organizations such as structure, communication, leadership, conflicts, reward system, inter personal relationships, organizational effectiveness, reasonability and so forth (Glick, 2015). It has been pointed out that the contents of the climate constructed by various researches overlap with many other major concepts in organizational behaviour (Glick, 2015). Such overlaps seem to have prompted researchers to raise the question as to how the concept of climate is different from other organizational variables, especially, structure and work passion.

Organizational climate has a major influence on human performance through its impact on individual motivation and work passion (Glick, 2015). It does this by carrying certain kinds of expectancies about what consequences will follow from different actions. Individuals in the organization have certain expectations and fulfilment of these expectations depend upon their perception as to how the organizational climate suits them. Since work passion of individual goes a long way in determining his efficiency, organizational climate can be said to be directly related with work passion.

For years, researchers, companies and managers have to deal with the challenge of how to create the best motivating work environment with an inspiring leadership that maximize the work passion of employees. Studies (e.g., Lavinge et al., 2014) show that work passion is a key factor for a successful business, because of the potential benefits of work passion to impact positively on employees as well organizations, especially in terms of managerial implications. Because successful people and organizations are passionate about what they do, achieving their full potential at work place is on the high side. According to some researchers (e.g., Vallerand & Houlfort 2003; Zigarmi et al. 2011) work passion is an individual's emotion and persistent state of desire based on cognitive and affective work appraisals (Perrewe et al. 2014). Passion has been conceptualized as a strong inclination toward an activity (e.g. work) that a person loves, finds important, that is self-defining incorporating in one's identity, and investing significant time and energy on an activity sustained regularly (Vallerand et al., 2003; Vallerand&Houlfort, 2003). When work is highly valued, is meaningful and has been freely accepted as important by the person, it will be internalized in the person's identity, leading to the experience of harmonious passion (Houlfort, 2015).

Work passion is an individual's persistent, positivity, scientific state of well-being stemming from reoccurring cognitive and affective appraisals of various job and organizational situations, which results in steady, beneficial work intentions and behaviours (Perrewe, et al., 2014). Employee's work passion commonly measures both cognition and affect as opposed to measuring satisfaction (Vallerand et al., 2003). Since work passion measures not only affect and cognition but also intention, it provides a clearer sense of how the individual intends to behave on behalf of the organization (Vallerand et al., 2003).

According to Vallerand and Houliort (2003) work passion is divided into obsessive and harmonious. Obsessive work passion occurs when a person internalizes their work because of many external factors, and it is difficult for them to get away from work activities. In harmonious passion, work is internalized internally or voluntarily, does not interfere with other things in life so as not to cause conflict in life. Work passion is found to have a major influence on one's work, has an influence on performance; especially in the form of harmonious work passion, which has a positive effect on performance, while obsessive work passion actually has a negative effect on performance (Vallerand et al., 2015). Work passion also has a positive influence on one's wellbeing (Philippe et al., 2009), Ashtakova (2015) found that harmonious work passion which is not too high has a significant effect on organizational citizenship behaviour, while obsessive work passions must be strengthened by collectively values in order to have a significant influence on organizational citizenship behaviour. Work passion also has an influence as a moderator on empowering leaders and workers on performance (Hao & Long, 2018). In addition to having a direct effect, decrease in job burnout which is influenced by the strengthening of the climate of organization can also be stronger when employees have a work passion in their work (Hao & Long, 2018). To this end, the present study suggests that reducing burnout in teaching via organizational climate will be enhanced if there is work passion. Thus, the interest of the present study in work passion as a moderator in organizational climate and burnout in teachers.

Statement of the Problem

Teachers are involved in human service profession (Arogundade & Onabanjo, 2013) and they have tremendous responsibilities and deal with enormous challenges ranging from administrative paperwork (marking and grading of students scripts), time pressure, participation in meetings and workshops, managing children disruptive behaviour or misbehaviour, contact adjusting and re-adjusting to new-pedagogical approaches, especially in the digital era, poor psychosocial work conditions (i.e, poor relationship with supervisor, co-workers, pupil/students), role ambiguity, poor school climate and limited resources (Fernet et al., 2012). Similarly, more often than not teachers in Nigeria find themselves in education system that has all the elements that could predispose them to high level of stress such as increased student misconduct, student apathy, overcrowded classroom, inadequate salaries, demanding or unsupportive parents, expanding administrative loads, lack of infrastructural support and an increasingly cynical public opinion resulting in burnout (Obeegbulam&Ogbonnaya, 2008).

Studies (e.g., Robbins, 2015; Wagner & Hollenbeck, 2010; Luthan, 2011; Gibson, Ivancevich, Donnelly&Konopaske, 2012) found that working in an enclosed and unhealthy organizational climate brings negative emotions and feelings to employees (i.e, teachers). Putra, et al. (2014) opined that a supportive organizational climate will make employees (i.e, teachers) feel happy and excited when working at their workplace. Conversely, if the organizational climate is not supportive, it will cause employees (e.g, teachers) to feel tired, bored resulting in burnout. Furthermore, prolonged exposure to chronic job-related stressor in any work environment may be enhanced or decreased by psychological factors such as work passion (Vallerand & Standage, 2015). In addition, work passion attenuates the debilitating effects of organizational climate on burnout (Alarcon, 2011).

Moreover, conservation of resources theory creates an understanding of the effects of job resources (e.g. work passion) on employees in the workplace. In addition, previous studies (e.g., Nwagwugwu et al., 2021; Adenike, 2015) in Nigeria focused on organizational climate and work passion without considering burnout. These previous studies also did not consider teachers, hence the need for the present study. To this end this study provided answer to the following:

- 1 Will organizational climate significantly relate to burnout (emotional exhaustion, depersonalization and feeling of reduced personal accomplishment)?
- 2 Will work passion significantly relate to burnout (emotional exhaustion, depersonalization and feeling of reduced personal accomplishment)?

3 Will work passion significantly moderate the relationship between organizational climate and burnout (emotional exhaustion, my depersonalization and feeling of reduced personal accomplishment)?

Purpose of the Study

The main aim of this study is to find out if work passion will moderate the prediction of burnout by organizational climate among a sample of teachers in Nigeria, hence the following specific objectives:

1. To determine whether organizational climate will significantly relate to burnout (emotional exhaustion, depersonalization and feeling of reduced personal accomplishment).
2. To determine whether work passion will significantly relate to burnout (emotional exhaustion, depersonalization and feeling of reduced personal accomplishment).
3. To determine whether work passion will significantly moderate the relationship between organizational climate and burnout (emotional exhaustion, depersonalization and feeling of reduced personal accomplishment).

Conceptual Framework

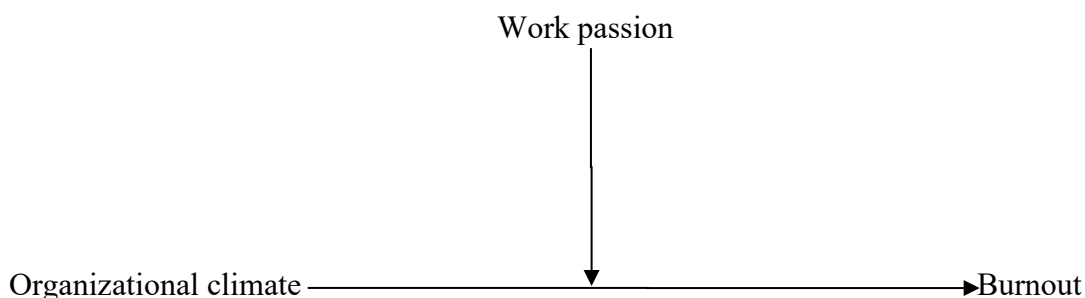


Fig: 1

According to the above diagram, organizational climate is the predictor variable while burnout is the criterion variable whereas work passion is the moderator.

Theoretical Framework

Specifically, out of the theories reviewed, conservation of resources theory was adopted as the theoretical framework of this study. It can be used to explain the moderating role of work passion in the relationship between organizational climate and burnout in a sample of secondary school teachers. For example, when teachers feel that they have gained resources such as work passion, it will cushion off burnout and enhance positive climate in the organization. When the valued resources such as work passion are threatened or lost it will result to burnout and experience of negative climate in an organization. Individuals who are better endowed with resources are less negatively affected by resources drain or loss that occur in the pace of stressful conditions which allow them to substitute resources for those lost (Hobfoll, 2002).

Organizational climate and Burnout

Lanet al., (2020) in a study of 110 pharmacists working at three teaching hospitals in China investigated the relationship between organizational climate, job stress, burnout and retention of pharmacists. Results revealed a positive relationship between organizational climate and burnout.

Salariet al., (2013) in a of 231 personnel in University of Bandar Abbas, Iran examined the relationship between organizational climate and job burnout. Result showed that there is a significant negative relationship between organizational climate and burnout. Zhanet al., (2013) in a study of 270 employees in five different categories of private enterprises in China examined the influence of organizational climate on job burnout. Result revealed a significant negative relationship between job burnout and organizational climate. Seyyedmorharramiet al., (2019) in a study sampled 250 employees of TorbatHeydariyeh University of Medical Sciences, Iran and

investigated the relationship between organizational climate organizational commitment and job burnout. Result revealed that there was a significant and reverse correlation between organizational climate and burnout.

Dinibuton et al., (2020) in a study of 984 employees of State and Private Universities in Turkey examined the effects of organizational climate on burnout. Result showed that organizational climate negatively predicted three dimensions of burnout. Asnawati et al., (2020) in a study sampled 79 personnel of Criminal Detective Directorate of West Nusa Tenggara Region Police India investigated the influence of organizational climate on personnel burnout. Result showed that organizational climate has a negative but not significant effect on personnel burnout.

Kumar and Singh (2012) in a study of 200 teachers of Colleges and Universities of North India examined the relationship between organizational climate and burnout. Result revealed a significant negative relationship between organizational climate and burnout. Milan et al., (2020) in a study of 138 employees in emotionally demanding situation investigated the relationship between organizational climate and burnout. Result revealed a significant negative relationship between organizational climate and burnout. Olowodunoye and Dada (2021) in a study of 285 employees in emotionally demanding job examined the relationship between job burnout and organizational climate. Results showed significant positive relationship between organizational climate and job burnout

Fasilizadeh et al., (2012) using a total of 607 University lectures reported a positive significant relationship between organizational climate and burnout. Olowodunoye and Dada (2021) in a study of 208 employees in emotional demanding job examine the relationship between job burnout and organizational climate and job burnout. Fasilizadeh et al., (2012) using a total of 607 University lecturer reported a positive significance relationship between organization climate and burnout.

On the contrary, Donaldson and Bond (2004) found no association between organizational climate and burnout of 290 workers in the United Kingdom. Daus and Ashkanasy (2005) investigated organizational climate influence on employee's burnout among 398 industrial workers. Organizational climate played a significant role in key organization outcome including burnout. Carmeli (2003) Vacola, Tsousis and Nikolaou (2003) research has examined relationship between organizational climate and burnout. In this study, 197 bankers were used. Most of the findings of the studies were mixed. The study revealed weak to moderate relationship between organizational climate and burnout.

Work passion and Burnout

Castillo et al., (2017) in a Study of 161 Primary Education teachers in the Valencian community (Spain) investigated the relationship between physical education (PE) teachers' passion and their perception of burnout. Result showed that harmonious passion was negative predictor of burnout, whereas obsessive passion was a positive predictor of burnout. Nadia et al., (2020) in a study of 81 teachers examined the level of passion and burnout among teachers of special education system in Peshawar, Pakistan. Results showed that two groups were slightly different on harmonious passion, while obsessive passion had a strong correlation with burnout.

Fernet et al., (2014) in a study of 246 teachers in Quebec province of Canada examined how job autonomy and passion predicted burnout. Results found that harmonious passion negatively predicted all three components of burnout whereas; obsessive passion positively predicted emotional exhaustion and depersonalization. Gong et al., (2018) in a study of 472 government employees in Shandong province, China examined the relationship between work passion and burnout. Results showed that harmonious passion is negatively related to all the three components of burnout and obsessive passion is negatively related to emotional exhaustion and depersonalization.

Saville et al., (2018) in a study of 300 students in Alabama examined the relationship between passion and burnout in college students. Results revealed that students who were harmoniously passionate about their academic activities experienced less burnout than obsessively passionate students, who in turn, experienced less burnout than non-passionate students. Aalto (2016) using 444 employees (222 males and 222 females) found that both work passion and burnout were associated. Leiter and Maslach 2009 using 186 workers reported a positive relationship whenever employees work passion is been influenced by burnout. Work passion was found to have positive influence on burnout.

Tyler and Blader (2000, 2003) reported that burnout provided employees with low work passion. In an Ohio State University study, Shahidul (2011) using 406 employees revealed that burnout has a negative significant influence on employees work passion. In the same vein Yavuz (2010) using 160 employees (80 males and 80 females) concluded that work passion and burnout have a higher positive influence on teachers affective, normative and continuance involvement, thus leading to increased performance.

Vallerand, Paquet, Philippe and Charest (2010). In a study of the role of passion for work in professional burnout using nurses in two cultures found that harmonious passion predicted an increase in work satisfaction and a decrease in work conflict. Zito, Emanuel, Bertola, Russo and Colombo (2022) in a study of 270 Italian nurses on the relationship between passion for work (harmonious and obsessive), flow at work (as a mediator) and exhaustion showed significant relationship between harmonious work passion and exhaustion. Curran, Appleton, Hill and Hall (2013) in a study on the mediating role of psychological need satisfaction in relationships between types of passion for sport and athlete of 173 academy soccer players. Findings showed inverse relationship between harmonious passion and burnout.

Donahue, Forest, Vallerand, Lemyre, Crevier-Braud and Bergeron (2012) in study on passion for work and emotional exhaustion, reported that obsessive passion positively predicted rumination on work while harmonious passion negatively predicted emotional exhaustion. Curran, Appleton, Hill and Hall (2013) study on the mediating role of psychological need satisfaction in relationships between types of passion for sport and athlete burnout using One hundred and seventy-three academy soccer players indicated that psychological need satisfaction mediated the relationship between harmonious passion and athlete burnout but not obsessive passion and athlete burnout. The findings indicated that the inverse relationship between harmonious passion and burnout can be explained by higher levels of psychological need satisfaction. However, this was not the case for obsessive passion, which was not associated with psychological need satisfaction or most symptoms of athlete burnout.

Work passion and Organizational climate

Permarupanet al., (2013) in study of 350 academicians of public and private Universities in Malaysia examined the relationship between organizational climate and work passion. Results showed a significant positive relationship between work passion and organizational climate. Onyekwelu et al., (2021) in a study of 300 employees drawn from Nigerian banking industry examined the influence of work passion on organizational climate. Result revealed that there is statistically significant relationship between work passion and organizational climate.

Fuadet al., (2020) in a study of 148 employees of public service in JanungEmas Semarang city of Indonesia investigated the relationship between work passions on organizational climate. Results revealed that positive relationship between obsessive work passion and organizational climate. Obenget al., (2021) in a study of 260 bank employees in Ghana found that work passion partially mediated the relationship between organizational climate and job performance.

Adenike (2015) in a study of 293 academic staff of a private Nigerian university examined work passion as a predictor of organizational climate. Results showed a significant positive relationship between work passion and organizational climate. Gemnafleet al., (2018) in a study of 300 teachers in Indonesia, investigated the relationship between work passion and organizational climate of the school and teacher performance. Results revealed a significant positive relationship between work passion and organizational climate.

Nammi and Nezhad (2019) in a study of 170 teachers in one of the biggest cities (Ahvaz) in Iran examined the relationship between work passion and organizational climate. Results showed a positive relationship between work passion and organizational climate. Administration et al., (2016) in a study of 124 teachers in Thailand examined influence of work passion on organizational climate. Results revealed a positive relationship between work passion and organizational climate.

Yasar and Ozdemir (2016) investigated the relationship between organizational climate and work passion with selected 247 middle school teachers, and result showed that a positive relationship was found between the perception of climate and work passion. Eryesil and Ozturk (2016) carried out a study to determine the relationship between the work passion level and organizational climate and work passion.

Simhaet al., (2014) examine the relationship between two component of work passion (obsessive and harmonious) and organizational climate. With 169 nurses selected from a Taiwanese hospital and result indicated that several variables acted as moderators in the relationship between two components of work passion and organizational climate.

Hypotheses

1. Organizational climate will significantly relate to burnout (emotional exhaustion, depersonalization and feeling of reduced personal accomplishment).
2. Work passion will significantly relate to burnout (emotional exhaustion, depersonalization, feeling of reduced personal accomplishment).
3. Work passion will significantly moderate the relationship between organizational climate and burnout (emotional exhaustion, depersonalization, feeling of reduced personal accomplishment).

Method

Participants

A total of two hundred and one (201) participants comprising 28 male and 173 female secondary school teachers from the ages of 24 to 46 years with mean age of 32.54 and S.D of 4.03 were used for the study. The participants were drawn from the following eight schools in Nkanu West Local Government which were;

Community Secondary School, Amodu = 27, Community Secondary School, Agbani = 29, Ozalla High School = 30, Boys Secondary School, Akpugo = 26, Community Secondary School, Amuri = 28, Girls' Secondary School, AkegbeUgwu = 20, Girls' Secondary School Obe = 20, Girls' Secondary School ObuofiaAkwunnnaw = 21.

The participants were selected from these Secondary Schools using a two-stage sampling, which involves using two sampling stages (cluster and purposive). Inclusion criteria were that secondary school teachers with a minimum of Nigeria Certificate of Education (NCE), had at least three years of experience (had gotten confirmation of appointment letter), and must be permanent staff participated. The exclusion criteria exempted Corp members, Npower beneficiaries, and volunteer teachers. Demographic variables such as age, gender, marital status, length of service, and educational qualification were explored as control variables. For example, eighty-one were single while 120 were married. Eighty-five had spent 3 years to 5 years in the work while 116 had spent 6 years and above. One hundred and thirty-seven teachers had Nigeria Certificate of Education (NCE) while 64 had BED (Bachelor of Education).

Instrument

Maslach Burnout Inventory

Burnout was measured using the 22-item Maslach Burnout Inventory (Maslach and Jackson, 1986) designed to assess burnout syndrome which is a state of physical and emotional depletion resulting from the conditions of work. Sample items read "I feel emotionally drained from my work," "I feel very frustrated" and "I feel used up at the end of the day's work". Ratings were made using 6-point scale ranging from 1 (a few time a year) to 6 (everyday.) The inventory has three subscales that measure burnout syndrome: emotional exhaustion (items 1, 2, 3, 6, 8, 13, 14, 16, 20), dehumanization (items 5, 10, 11, 15, and 22), and feeling of reduced personal accomplishments (items 4, 7, 9, 12, 17, 18, 19, 21). See appendix 3 (section C). The items in emotional exhaustion and dehumanization were scored directly while the items for the feeling of reduced personal accomplishments were reversely scored.

Maslach and Jackson (1986) reported a Cronbach's alpha of .71 to .90, and test-retest reliability of .80. The scale also has convergent validity of .20 to .56 when it was correlated with peer rating scores for different samples. Coker (1999) using Nigerian samples revalidated the scale and found an alpha coefficient of .86; split-half reliability of .57 by correlating the Maslach and Jackson Burnout Inventory with the Psycho-physiological Patterns of Anxiety Scale by Omoluabi (1987). Coker (1999) obtained a concurrent validity coefficient in the range of .01 to .36. Okonkwo (2013) reported a Cronbach's alpha of .81. Olebara and Okonkwo (2019) reported a reliability Cronbach's alpha of .72. Odoh (2021) using Nigerian samples reported a Cronbach's alpha reliability coefficient of .71. A pilot study was conducted by the researcher to determine the reliability of the instrument in the present study. Fifty (50) secondary school teachers (males and females) drawn from Nkanu East Local Government participated in the pilot study. The present researcher after this pilot study reported a Cronbach alpha reliability coefficient of .998 for dehumanization, .998 for emotional exhaustion and .923 for reduced personal accomplishment

Organizational Climate Scale (Litwin & Stringer, 1968)

The organizational climate was measured using the 15-item Organizational Climate Scale (Litwin and Stringer, 1968) designed to measure the perception shared by workers who occupy the same workplace. Sample items read "The relationships with my bosses are good" and "My suggestions about the work is listening". Ratings were made using 5-point scale ranging from 1 (strongly disagree) to 5 (strongly agree). See appendix 3 (section B).

The factor extracted explained 52.32% of the total variance, Litwin et al., (1968) reported a Cronbach's alpha coefficient of .94 and all the item discrimination indexes were above .40. The mean of the short scale was 46.27, and its standard deviation was 11.68. The scale also has convergent validity of correlation between the short version and the scale made up of 50 items with an alpha coefficient of .95, and the revalidation with an alpha coefficient of .86 correlation between the short scale and the scale made-up of the 35 items excluded from the short version was .A short version of the scale, made up of 15 items whose discrimination indexes are over .40, is

included. The shortscale presents an internal consistency similar to the longer test, with a Cronbach alpha of .94, and the only factor extracted explains 52.32% of the total variance. The short version correlated with the long version (.94) and with the scale made up of the 35 items excluded from the short version (.86). Mogaji (2005) using Nigerian samples reported an alpha co-efficient of .70 and test-retest reliability ranging from .85 to .99.

A pilot study was conducted by the researcher to determine the reliability of the instrument in the present study. Fifty (50) secondary school teachers (males and females) drawn from Nkanu East Local Government participated in the pilot study. The present researcher after this pilot study reported a Cronbach alpha reliability coefficient of .912.

Work Passion Scale (Vallerand et al., 2003)

Work Passion was measured using a 14-item scale (Vallerand et al., 2003) designed to measure both obsessive and harmonious passion. The inventory with no inverse items is distributed into two subscales: harmonious passion (items 1-7) and obsessive passion (items 8-14). Responses were on a 7-point scale ranging from 1 (not agree) to 7 (very strongly agree). Sample items include: "This activity allows me to live a variety of experiences", and "I cannot live without it". See appendix 3 (section A). Scores of reliabilities on the passion scale ranged from .78 to .88 (Vallerand et al., 2003). Internal consistency showed adequate reliability in both dimensions, harmonious passion ($\alpha = 0.90$) and obsessive passion ($\alpha = 0.86$). The two-factor model showed adequate fit for the instrument's internal structure ($\chi^2/df = 3.96$, TLI = 0.94, CFI = 0.96, RMSEA = 0.08, AIC = 23,992.86, BIC = 24,225.10) and its structure was clearly one-dimensional. Criterion-Related validity was established by correlating passion in the workplace with constructs theoretically linked to passion in the literature. Specifically, passion was related to job satisfaction, as detailed in the Method section. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity, and homoscedasticity. There was a strong relationship between harmonious and obsessive passion ($r = .52$, $p < .001$). Job satisfaction was related to harmonious passion ($r = .50$, $p < .001$) and to obsessive passion ($r = .32$, $p < .001$) (Gonçalves, et al., 2014).

A pilot study was conducted by the researcher to determine the reliability of the instrument in the present study. Fifty (50) secondary school teachers (males and females) drawn from Nkanu East Local Government participated in the pilot study. The present researcher after this pilot study reported Cronbach alpha reliability coefficient of .981 for harmonious passion and .991 for obsessive passion

Procedure

The researcher obtained ethical approval from the Chairman Research Ethics Committee Department of Psychology, Enugu State University of Science and Technology Agbani for this study. An introductory letter was also obtained from the Head of Psychology Department, Enugu State University of Science and Technology ESUT as a means of identification which was submitted to the Principals of the schools for approval.

Thereafter, the researcher proceeded to the various schools to identify with the principals and administered the questionnaire to the teachers to elicit their responses. A two-staged technique was adopted for the selection of the participants for the study. In stage one, the schools were clustered into eight (Amodu, Agbani, Ozalla, Akpugo, Amuri, AkegbeUgwu, Obe, Obuofia) based on the villages that are in Nkanu Local Government. Stage two, purposive sampling was used to select schoolteachers that met the criteria. The instrument was administered by the researcher to the participants during the break period with the help of Corp members who served as research assistants. The participants were allowed to go home with the questionnaire, complete and return it within one week. Two hundred and thirty (230) copies of the questionnaire were distributed, four (4) were not returned and six (5) were discarded due to incomplete data and errors in completion leaving two hundred and one (201) (87.39%) which were used for analysis.

Design and Statistics

A correlational design was adopted for this study as data were collected to consider the relationships among the variables. Moderated hierarchical multiple regression was used for data analysis to determine the moderation, direction, and strength of the relationships among study variables.

Results

Table I: descriptive statistics

S/N	Variables	M	S. D	1	2	3	4	5	6	7	8	9	10	11
1	Emotional Exhaustion	33.52	8.026	1	.611**	-.235**	-.080	-.121	-.154*	-.061	.137	.032	-.118	-.057
2	Dehumanization	15.75	6.058		1	-.162*	-.095	-.240**	-.240**	-.074	.123	-.031	.031	-.019
3	Feeling Reduced personal accomplishment	22.69	7.287			1	.019	.055	.071	.072	-.106	.123	.036	.074
4	Organizational Climate	56.23	7.737				1	.300**	.742**	-.057	-.053	.002	.020	.000
5	Work passion	74.24	12.19					1	.851**	.095	-.253**	.112	-.016	.121
6	moderator	4202.63	969.78						1	.037	-.214**	.070	.010	.085
7	Age	32.54	4.0323							1	-.175*	.564**	.021	.427**
8	Gender	1.861	.34640								1	-.011	-.035	-.117
9	Marital status	1.594	.49229									1	-.044	.129

Table I above shows that organisational climate did not relate to any dimensions of burnout (emotional exhaustion $r = -.080$, depersonalization $r = -.095$, feeling of reduced personal accomplishment $r = .019$). Although, there were negative interaction between organisational climate and two dimensions of burnout (emotional exhaustion and depersonalization). Work passion and dehumanisation were related negatively at $r = -.240$, which shows that increase in work passion will cause a decrease in dehumanisation among school teachers. There was no relationship between work passion and the other two dimensions of burnout (emotional exhaustion $r = -.121$ and feeling of reduced personal accomplishment $r = .055$). There was a negative relationship between work passion and age at $r = -.253$, which means that increase in age will cause a decrease in work passion among school teachers.

Table II: Summary table of Moderated Hierarchical Multiple Regression Model of Emotional Exhaustion, Depersonalization and Feelings of Reduced Personal Accomplishment dimensions of Burnout among Secondary School Teachers ($N = 201$)

	Emotional Exhaustion			Depersonalization			Feelings of Reduced Personal Accomplishment		
	Step1	Step2	Step 3	Step1	Step 2	Step3	Step1	Step 2	Step 3
	β	β	β	β	β	β	β	β	β
Gender	-.22**	-.21**	-.19**	-.19**	-.15**	-.14**	.13	.13	.12
Marital Status	.04	.05	.04	-.02	-.00	-.01	.12	.12	.13
Educational Qualification	-.09	-.09	-.08	.07	.06	.08	.04	.04	.02
Years of Experience	-.08	-.08	-.07	-.01	.00	.01	.15**	.15**	.14
Organizational Climate		-.06	-.14		-.04	-.12		.02	.10
Work Passion		-.06	-.08		-.19**	-.21**		-.01	.02
Org. Climate x Wrk. Passion			-.21**			-.20**			.19
R^2	.069**	.076	.111**	.043	.081**	.112**	.056**	.057	.084**
ΔR^2	.069**	.008	.034**	.043	.037**	.031**	.056**	.000	.027**

* = $p < .05$; ** = $p < .01$; *** = $p < .001$.

From Table II above, organisational climate did not significantly predict burnout (emotional exhaustion at $\beta = -.06$, depersonalization $\beta = -.04$ and feeling of reduced personal accomplishment $\beta = .02$) at $p < .05$. This implies that organisational climate and burnout (emotional exhaustion, depersonalization and feeling of reduced personal accomplishment) are not related. Though there were negative interaction between organisation climate and two dimensions of burnout (emotional exhaustion and depersonalization). Work passion negatively predict depersonalisation dimension of burnout at $\beta = -.19^{**}$ at $p < .01$. This indicates the increase in work passion will lead to a decrease in depersonalisation dimension of burnout. While there no prediction between work passion and the other two dimensions of burnout (emotional exhaustion $\beta = -.06$ and feel of personal accomplishment $\beta = .01$).

Work passion was able to negatively moderate the relationship between organisational climate and two dimensions of burnout (emotional exhaustion $\beta = -.21$ and depersonalization $\beta = -.20$) at $p < .01$. The result obtained shows that increase in work passion will cause a negative relationship between organisational climate and the two dimensions of burnout (emotional and depersonalization). Work passion failed to moderate the relationship between organisational climate and feeling of reduced personal accomplishment dimension of burnout at $\beta = .19$ at $p < .05$.

Gender negatively predicted two dimensions of two dimensions of burnout (emotional exhaustion $\beta = -.21$ and depersonalization $\beta = -.19$) $p < .01$. This indicates the increase in gender will cause a decrease in the two dimensions of two dimensions of burnout (emotional exhaustion and depersonalization). While gender failed to predict feel of personal accomplishment $\beta = .13$. years of experience positively predicted feeling of personal accomplishment dimension of burnout $\beta = .15$ at $p < .01$. This implies that increase in years of experience will cause an increase in feeling of personal accomplishment dimension of burnout. While there was no prediction between years f experience and two dimensions of burnout (emotional exhaustion $\beta = -.08$ and depersonalization $\beta = -.01$) at $p < .05$, though were negative interaction.

moderated hierarchical multiple regression on emotional exhaustion dimension of burnout, four control variables were entered as a block: gender, marital status, educational qualification and years of experience. This model was statistically significant R^2 of .069 and $\Delta R^2 = .069$, $p < .01$. This explained only 6.9% of the variance in emotional exhaustions dimension of burnout among secondary school teachers as a block. However, individually, only gender ($\beta = -.22$, $p < .01$) as a control variable significantly predicted on emotional exhaustion dimension of burnout manifestation among secondary school teachers, though, negatively.

Discussion

The study examined the moderating role of work passion in organizational climate and burnout relations among secondary school teachers. Taking the results into account, the first hypothesis which stated that organizational climate will significantly predict burnout (emotional exhaustion, depersonalization, feeling of reduced personal accomplishments) was not confirmed. This is because organizational climate did not predict emotional exhaustion, depersonalization, and feeling of reduced personal accomplishment components of burnout, jointly and independently. The findings indicated that the organizational climate is not related to different dimensions of burnout. According to the results, organizational climate did not predict burnout, implying that the mixture of norms, values, expectations, policies, and procedures that influence work motivation, commitment, and ultimately, individual and work unit performance did not contribute to burnout manifestations among secondary school teachers.

The result shows that the teacher's organizational climate did not predict a state of depleted energy caused by excessive psychological and emotional demand (emotional exhaustion); hence, do not support the first hypothesis. This might be because of their passion for teaching.

The findings show that organizational climate did not predict a teacher's state of physical and emotional depletion (burnout) in relation to depersonalization in which the teacher experiences that his feelings, thoughts, and memories do not belong to him. The result is not in agreement with Dinibuton, Kuzey and Dinc (2020) study which showed that organizational climate negatively predicted three dimensions of burnout which implies that the better the organizational climate the less the manifestation of burnout. The teacher's psychologically meaningful job description and set of attributes (organizational climate) did not predict burnout in relation to feelings of reduced personal accomplishment.

The result is also in disagreement with Asnawati, Suryatni and Nurmayanti (2020) study which showed that organizational climate has a negative but not significant effect on personnel burnout. The reason could be that teachers have the tendency to self-evaluate positively and feel happy and satisfied with their professional development.

The second hypothesis which stated that work passion will significantly predict burnout (emotional exhaustion, depersonalization, feelings of reduced personal accomplishments) among secondary school teachers was supported; hence, the hypothesis was accepted. This is because work passion significantly predicted emotional exhaustion, depersonalization, and feelings of reduced personal accomplishment dimensions of burnout jointly. This prediction was further supported by the depersonalization component of burnout which independently and negatively was predicted by work passion. This implies that the higher the teacher's passionate interest in activities in the workplace, the lesser the state in which the teacher experiences that his feelings, thoughts, and memories do not belong to him. Furthermore, the lesser the tendency to individualize and dehumanize others through cynical, callous, and uncaring attitudes and behaviour. So, the higher the work passion of teachers the lesser the manifestation of burnout (depersonalization). However, in the case of work passion which predicted the depersonalization component of burnout negatively and independently, it is in congruence with Nadia, Bushra, and Siddiq (2020) study that showed two groups were slightly different on harmonious passion while obsessive passion had a strong correlation with burnout. The findings have given credence to the dualistic theory of work passion (Vallerand, 2003) which states that in the workplace, harmonious and obsessive passion have been linked to different outcomes. Harmonious workplace passion is a

positive predictor of adaptive outcomes such as life satisfaction, work satisfaction, and perception of job control and is protective against maladaptive outcomes such as burnout.

The results show that work passion did not predict the emotional exhaustion and feelings of reduced personal accomplishment dimensions of burnout which means that a teacher's passionate interest in the activities in the workplace is not related to the manifestation of lack of energy, enthusiasm, and the feeling of resource exhaustion, also the tendency to self-evaluate negatively and feel unhappy and dissatisfied with his professional development. This disagrees with Castillo, Alvarez, Estervan, Queralt and Molina-Garcia (2017) study which showed that harmonious passion was a negative predictor of burnout, whereas obsessive passion was a positive predictor of burnout.

The third hypothesis which stated that work passion will significantly moderate the prediction of burnout (emotional exhaustion, depersonalization, feelings of reduced personal accomplishments) by organizational climates among secondary school teachers was confirmed. This is because work passion moderated the prediction of emotional exhaustion and depersonalization dimensions of burnout Jointly and independently by organizational climate.

The moderating role of work passion in organizational climate and the emotional exhaustion dimension of burnout was negatively significant. The present finding has given credence to Simha, Elloy and Hang (2014) study which indicated that several variables acted as moderators in the relationship between two components of work passion and organizational climate. This implies that when the organizational climate is high, and work passion is lower, it led to burnout manifestation. However, this means that work passion is a strong factor that could help to determine burnout manifestation among teachers.

This means that when the work passion of teachers is high and the organizational climate is low, it led to a lower tendency of teachers to individualize and dehumanize others through cynical, callous, and uncaring attitudes and behaviour (burnout). The outcome means that when there is high work passion with a low organizational climate, it will reduce the manifestation of burnout (depersonalization) among teachers. The finding agrees with Onyekwelu, Nwogwugwu, and Anizoba (2021) study that revealed that there is a statistically significant relationship between work passion and organizational climate.

The moderating role of work passion in organizational climate and the feelings of reduced personal accomplishment component of burnout was not significant in this study.

The findings have given credence to job demand resources theory (Bakker and Demerouti, 2007) which explains that when there is the availability of job resources such as work passion and employees experience a positive climate in their organization, it will cushion off burnout. It also gave credence to the conservation of resources theory (Hobfoll, 1989) which explains that when employees (teachers) feel that they have gained resources such as work passion, it will cushion off burnouts and enhance a positive climate in an organization.

Implications of the findings

The findings of this study have theoretical, empirical, and practical implications.

Theoretically, the study has provided an understanding of work passion in organizational climate and burnout relations among secondary school teachers. The findings of this study have given credence to the conservation of resources theory (Hobfoll, 1989) which postulates that accumulation of resources is the key drive that initiates and maintains people's behaviour. For example, when teachers feel they have gained resources such as work passion it will cushion off burnout and enhance positive climate in an organization. Whereas, when the valued resources (e.g., work passion) are threatened or lost, it will result to burnout.

Empirically, (emotional exhaustion, depersonalization, feeling of reduced personal accomplishment) coincide with the earlier findings (e.g. Gong, Ma, Zhang & Liu, 2018) which showed that work passion is negatively related to the components of burnout.

Practically, the negative relationship between work passion and burnout and the moderation of work passion in organizational climate and burnout relations has shown that intense enthusiasm and excitement for the teaching job should be reawakened by employees to help them with the work and career goals regardless of the challenges. Hence, to make them see the wins that lie beyond the challenges to be surmounted and make them find meaning and purpose in the teaching profession. This will help to dwindle burnout and enhance positive climate in schools. Therefore, interventions that can help reawaken the work passion should be provided for teachers such as organizing conferences where teachers can start learning again, collaborate with colleagues who love teaching and develop a positive attitude to cause a chain reaction of positive thoughts and outcomes.

Limitations of the Study

The study has some notable limitations. First, the use of correlational study and self-report could not allow cause-effect relationship. Longitudinal studies and experimentation, therefore, are likely to provide better data and more robust findings.

Suggestion for Further Studies

Future researchers should broaden the scope of this study by considering teachers beyond Nkanu Local Government. This will ensure true representation and robust findings for valid generalization. Teachers from Northern, Southern, and Western States should be considered in future studies.

Summary and Conclusion

The findings of this study have shown that work passion negatively related to two dimensions of burnout (emotional exhaustion and depersonalization), therefore work passion should be reawakened among teachers, so as to motivate them to be passionate in their work. This will help to reduce both emotional exhaustion and depersonalization dimensions of burnout, thereby helping them to find fulfilment in work life, be more productive, and protect the teachers against maladaptive outcomes such as burnout.

In addition, the significant moderating role of work passion in organizational climate and burnout relations among secondary school teachers suggests that the Post Primary School Management Board (PPSMB) should organize conferences that can awaken the work passion of teachers to enhance a positive climate and abate burnout.

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