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Organizational Climate and Burnout Among High School Teachers

Mohsen Abedi*
Master of Job Counseling, Kharazmi University, Tehran, Iran.

A B S T R A C T

The purpose of this study was to investigate the relationship between Organizational atmosphere and burnout of high school teachers in Isfahan. The research method was correlation. The statistical population included all male high school teachers in Isfahan who were teaching in the 2018-2019 academic year. The sample size was estimated to be 300 people who were selected using multi-stage cluster sampling method. Data collection tools were Lithuanian-Stringer organizational climate and burnout questionnaires. The obtained data were analyzed using Pearson correlation coefficient, stepwise regression analysis and t-test using SPSS-16 statistical program. The results showed: a significant relationship between the total score of organizational climate and burnout. There is a significant relationship between the total score of organizational climate and burnout in men (Sig. = 0.023). The results also show that there is a significant relationship between the total score of organizational climate and burnout in women. (Sig. = 0.011) Also, the results showed that there is a significant difference between the mean score of burnout in men and women (Sig. = 0.0001) In addition, the results showed that the component of burnout in the field of emotional fatigue is related to the subscales of responsibility, risk acceptance, support, conflict and organizational identity, which is statistically significant (p-value <0.05) and emotional fatigue with Other subscales of organizational climate have no significant relationship. Job burnout in the field of depersonalization has a significant relationship with all subscales of organizational climate. Also, burnout in the area of individual performance has no significant relationship with any of the subscales of organizational climate.

Keywords: Organizational Climate, Burnout, Male Teachers, Female Teachers.

INTRODUCTION

Education has long played a key role in the continuity and survival of human societies(Dore, 1976; García-Toledano, Palomares-Ruiz, Cebrián-Martínez, & López-Parra, 2021). Customs, beliefs, values and behaviors, knowledge and skills of society have been transferable and sustainable through educational processes(Menon & Suresh, 2020; Zidny, Sjöström, & Eilks, 2020). In primitive societies, the main factors of education were: family life, group work and religious ceremonies(Emoungu, 1992); In today's society, the process of education begins with the family(Hayes & Urban, 2018), but soon, a dedicated organization, the school, officially takes responsibility for this task, and the continuation of education and learning, mainly in organized conditions, according to Specific programs are made in order to achieve certain goals.

* . Corresponding Author: Mohsen446365@gmail.com

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A school or this special organization is a group of people who interact with each other to pursue the goal of education. The existence of appropriate schools or such organizations in any society that can perform their duties efficiently and effectively is one of the most important means of achieving progress and development(Darling-Hammond, Flook, Cook-Harvey, Barron, & Osher, 2020). In fact, in the present century, effectiveness, productivity and organizational consistency are among the goals of any organization. In order to achieve these goals in any organization, conditions are necessary; conditions in which organizational life flows, including these conditions of existence Organizational is desirable. Accordingly, organizational climate has a significant role in the effectiveness and performance of any organization and achieving its goals and objectives(Shanker, Bhanugopan, Van der Heijden, & Farrell, 2017). Organizational climate has a major impact on employee behavior and because the climate is a relatively stable set of perceptions of members about the characteristics of the organization this perception affects the feelings, attitudes and behaviors of people in the workplace(Hashemi & Sadeqi, 2016).

The organizational atmosphere is like the air in a room, the organizational atmosphere cannot be touched or seen; However, it surrounds people and affects everything that happens, and it itself is affected by what is happening in the organization. Therefore, every organization has a special culture, traditions and methods of action that form the atmosphere of that organization. The atmosphere of some organizations is dynamic and work, some are easy and some are completely humane and some are hard and cold. Borhani, Abbaszadeh, Bahrampour, Ameri, and Aryaeenezhad (2021), and Ostovarfar, Ghahremani, Kaveh, Nazari, and Assadollahi (2021), one of the results that seems to be due to organizational climate is burnout(Lan, Huang, Kao, & Wang, 2020; Seyyedmoharrami et al., 2019). Almost all experts consider burnout to be related to job stress in some way(Jaracz et al., 2017; Mullen, Malone, Denney, & Santa Dietz, 2018), as well as to the fact that burnout is a syndrome that includes emotional fatigue, metamorphosis, and personal failure or inability as a result of chronic job stress(Pirelli, Formon, & Maloney, 2020). The concept of burnout was first introduced in the early 1970s by Freudenberger (1975).

Other burnout can be introduced as a reaction to chronic pressures and response to work or organizational pressures(Smith, DeJoy, Dyal, & Huang, 2019). In today's societies, burnout has become widespread and covers all walks of life(Bianchi, 2018). On the one hand, it has increased divorce(Ordway, Moore, Casasnovas, & Asplund, 2020), addiction(Liu & Ma, 2020; Ma, He, Zou, & Zhong, 2021), quitting jobs(Rittschof & Fortunato, 2016) and physical and mental illnesses(Honkonen et al., 2006; Tsai, Jones, Klee, & Deegan, 2020), and on the other hand, it can reduce the productive capacity of the workforce and prevent the growth in various dimensions, including the scientific or economic dimension(Maslach, 2018).

In general, it seems that the main cause of burnout disorder is enduring stress from work for a long time and a lot of work(Hammond, Crowther, & Drummond, 2018). People are unfamiliar with the goals of the organization, the ambiguity of the role of the person in the services of the organization, the lack of effective communication networks in the organization, rigid and inflexible rules and regulations of the organization, etc. In short, Employees of an organization suffer from the Organizational Climate effect in burnout(Useche et al., 2019) as pointed out by Paynes and Aaron Sun, disability or burnout has severe consequences. Employees who suffer from this type of discomfort may not only quit their jobs, but may even give up their profession and specialization. The decline, especially in the specialties that are in the group of human services such as educational jobs, shows its effects more. The loss and leaving of able-bodied workers is one of the effects of this burnout, but the issue does not end with the leaving of jobs of such people. Remaining worn-out workers in an educational organization will not be less harmful than leaving them.

What is more, the promotion of such people to higher-level positions, especially

managerial ones, can lead to the transfer of negative attitudes and reactions of these people to their new positions, and to his subordinates who were involved in his previous job status before his promotion. People with disabilities who are counting down to retire early may not be as enthusiastic about teaching positions as a teacher, so it can be expected that thousands of students will drop out or drop out. The destruction of the country's abundant talents and the eventual waste of billions of rails of economic capital can be the consequences of the exhaustion of the human resources that were once trained for humanization, while today they themselves have been destroyed and are now wasting students' talents(Randall & Scott, 1988). While skilled and efficient manpower is the most valuable and valuable wealth and property of any country.

METHODOLOGY

This research is a descriptive correlational study. The statistical population of this study is all male teachers of high schools in Isfahan who are officially teaching in the 2018-2019 academic year.

The number of research samples included 300 male and female high school teachers in Isfahan who were determined based on Morgan sample size calculation table. According to the number of samples in gender, 185 females and 115 males were selected by multi-stage cluster sampling in the statistical population. Initially, 325 questionnaires of organizational climate and burnout were distributed among them. Among the distributed questionnaires, 319 completed questionnaires were returned, of which 307 were reviewable and 12 were distorted. In the present study, two questionnaires were used to collect information.

1- Litvin and Stringer Organizational Atmosphere Questionnaire (1968)

2- Maslash et al. (1981) burnout questionnaire

The present study was conducted in the following stages: This study includes organizational climate and burnout questionnaires in a sample of 30 teachers from one of the high schools in the first district of Isfahan and its reliability was calculated. Then, the sample size was examined and due to the possible loss of samples, a questionnaire was administered to 325 teachers in Isfahan. At the end, the data obtained from the sample group were analyzed using SPSS-22 statistical program.

In this study, to test the hypotheses, descriptive statistics including mean and standard deviation as well as inferential statistics including regression and t-test were used. Data were analyzed by SPSS-16 statistical program.

RESULTS

Table 1. Correlation coefficient of organizational climate and burnout

	coefficient	Sig.
Organizational atmosphere with burnout	-0.19	0.001

Pearson correlation coefficient matrix is used to investigate the relationship between organizational climate subscales and burnout subscales.

Table 1 shows that the correlation coefficient between the total score of organizational climate and the total score of burnout in all individuals is equal to (-0.19), which according to the value (Sig. = 0.001) can be said to be a negative and significant relationship between There

is a total score of organizational climate and burnout in all individuals As a result, the worse the organizational climate, the greater the burnout.

Table 2. Pearson correlation coefficient matrix between organizational climate subscales and burnout in all individuals

Scales	Structure		Identity	Conflict	Terms	Protection	Intimacy	Risk acceptance	Reward	Responsibility
Emotional fatigue	R	-0.04	-0.2	0.02	-0.2	-0.09	-0.13	-0.05	-0.12	-0.11
	p	0.49	0.001	0.75	0.001	0.09	0.02	0.42	0.04	0.06
Transfiguration	R	-0.18	-0.18	-0.14	-0.25	-0.21	-0.18	-0.16	-0.13	-0.25
	p	0.002	0.002	0.014	0.001	0.001	0.002	0.004	0.03	0.001
Individual performance	R	-0.09	0.03	-0.02	-0.03	-0.05	0.01	-0.03	0.08	-0.04
	p	0.09	0.6	0.61	0.55	0.37	0.85	0.61	0.16	0.45

Also, according to Table 2, it can be said that the emotional fatigue subscale has a negative and significant relationship with the subscales of responsibility, risk acceptance, support and conflict. The depersonalization subscale has a negative and significant relationship with all subscales of organizational climate and the subscale of individual performance has no significant relationship with any of the subscales of organizational climate.

Table 3. Results of multivariate regression analysis

Model		M.C	Explanation coefficient	SE	Sig.
Model 1	Risk acceptance	0.26	0.072	0.069	0.000
Model 2	Responsibility	0.29	0.084	0.078	0.000

The results show that in the first stage, the risk acceptance subscale is entered into the equation, and considering that the multivariate regression is used in a step-by-step method, in the second stage, in addition to accepting the risk variable, the responsibility is entered into the equation and other subscales. Organizational atmospheres are also removed from the equation. As can be seen in the table above, in the first stage, when the risk acceptance enters the equation, the square of its correlation is 0.26, ie about 26% of the variance between burnout and risk acceptance is common, and with the addition of the liability variable, this value reaches 0.29. It can be said that a total of 29% of the variance of burnout is related to the variance of risk and responsibility acceptance. In other words, there are common factors between these three variables, so that to some extent, by accepting risk and responsibility, burnout in all individuals can be predicted.

As can be seen in Table 3, a total of 29% of the variance of burnout is related to the variance of risk and responsibility acceptance. In other words, there are common factors between the variable of burnout and only the two variables of "risk acceptance" and "responsibility" of the organizational climate, so that to some extent through acceptance of risk and responsibility, burnout in all individuals can be predicted. In other words, according to the results of Table 3, among the subscales of organizational climate, risk acceptance and responsibility have a significant relationship with burnout.

Table 4. Correlation coefficient of organizational climate and burnout

Statistics scale	correlation coefficient	Sig.
Organizational atmosphere with burnout	-0.212	0.023

Pearson correlation coefficient matrix is used to investigate the relationship between organizational climate subscales and burnout subscales. The correlation coefficient matrix is as follows. In cases where the significance value is less than 0.05, it can be said that there is a significant relationship between the two subscales. As can be seen, the emotional fatigue

subscale has a negative and significant relationship with responsibility, risk acceptance, support and attitude. Personality meta-scale subscales have a significant relationship with all subscales of organizational climate except structure. The sub-scale of individual performance has a significant relationship between responsibility and attitude.

Table 4 shows that the correlation coefficient between the total score of organizational climate and the total score of burnout in men is equal to (-0.212), which according to the value (p-value = 0.023) can be said to be a negative and significant relationship between the total score. There is an organizational climate and burnout in men and this means that the worse the organizational climate prevails in the organization, the greater the burnout.

Table 5. Pearson correlation coefficient matrix between organizational climate subscales and burnout in men

Scales	Structure	Responsibility		Reward	Risk Acceptance	Intimacy	Protection	Terms	Conflict	Identity
Emotional fatigue	R	0.02	-0.34	-0.11	-0.2	-0.003	-0.27	-0.17	-0.26	-0.03
	p	0.84	0.000	0.28	0.03	0.97	0.004	0.07	0.004	0.78
Transfiguration	R	-0.08	-0.24	-0.24	-0.19	-0.23	-0.24	-0.22	-0.27	-0.34
	p	0.38	0.01	0.009	0.04	0.01	0.01	0.02	0.004	0.000
Individual performance	R	-0.08	0.17	0.15	0.07	-0.05	0.15	0.11	0.29	0.03
	p	0.41	0.04	0.11	0.47	0.62	0.12	0.26	0.001	0.78

According to Table 5, as can be seen, the emotional fatigue subscale had a negative and significant relationship with responsibility, risk acceptance, support and conflict. Personality meta-scale subscales have a significant relationship with all subscales of organizational climate except structure. The subscale of individual performance has a significant relationship with responsibility and conflict.

Table 6. Results of multivariate regression analysis

Model		Multiple correlations	Explanation coefficient	Standard estimation error	Sig.
Model 1	Responsibility	0.32	0.11	12.32	0.000

The results show that in the first stage, the responsibility subscale is entered into the equation and due to the fact that multivariate regression is used in a stepwise method, other subscales of organizational climate are also removed from the equation. As can be seen in the table above, in the first stage, when the sub-scale of responsibility enters the equation, the square of its correlation is 0.11, i.e. about 11% of the variance between burnout and joint responsibility, and in general we can say that 11% of the variance of burnout the job is related to the variance of responsibility. In other words, there are common factors between these two variables, so that to some extent, through burnout, burnout can be predicted among male teachers.

The results of Table 1 show that a total of 11% of the variance of burnout is related to the variance of responsibility. In other words, there are common factors between these two variables, so that to some extent, through burnout, burnout can be predicted among male teachers.

Table 7. Raw and standard coefficients in multivariate regression analysis

Model	B	Standard coefficient	t	Sig.
Constant number	83.15	-	14.01	0.000
Responsibility	-0.93	-0.32	-3.62	0.000

Standard coefficients show us that by changing one standard deviation in the independent variable (responsibility), several standard deviations in the dependent variable (burnout) will

occur. The results show that among male teachers, among the subscales of organizational climate, responsibility alone has a significant relationship with burnout.

CONCLUSION

It prevails in organizations with a classical management model; informal relations have replaced formal rules and become hegemonic and authoritarian; Strict administrative bureaucracy pervades the work environment and in these organizations personnel face the highest level of job stress. Education is very prone in this regard. Teachers faced strict atmosphere and inflexible rules with severe bureaucracy and financial constraints that. They are facing, and rapid changes in the social and cultural environment and its adverse effects on student education have created a situation that cannot be expected other than the exhaustion of teachers in such an organizational climate.

In relation to burnout, male teachers under the scale of depersonalization, except for structure, have a significant relationship with all subscales of organizational climate. The emphasis on the rules is not extreme and it is not strictly monitored. Job stress does not make sense. Issues related to students, co-workers, and coercive training laws can each be a very important cause for burnout. However, all cases were related to psychosomatic symptoms. A study by Patterson, Warr, and West (2004), confirmed the relationship between organizational climate and organizational productivity. Research findings show that organizational climate has a direct impact on employee performance that affects productivity.

Male teachers are the breadwinners of the family and in any case are responsible for the entire cost of living. If they live the same meager wages of life, they will be stressed again, and that stress is the stress of helplessness and living expenses.

With severe financial constraints that teachers face Burnout is associated with various forms of dismissal such as absenteeism, intent to quit, and delegation. It leads to lower profitability and efficiency in that work and as a result, job satisfaction will be reduced. And the person will feel less commitment to his job and the organization.

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