Chapter 12
Impact of Organizational Climate on Teacher Burnout:
Family Conflict as a Mediating Factor

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ABSTRACT

This chapter aims to explore the impact of organizational climate on teacher burnout and explore the mediating role of family conflict in this relationship. The study was

done by using the survey method followed by quantitative analysis and the cross-sectional method. The researchers used the Organizational Climate Scale, Maslach Burnout Inventory, and Family Conflict Sale for data collection from 200 teachers from 10 government secondary schools. Multiple regression analyses were conducted to assess the effect of organizational climate on teachers' burnout. The mediating role of family conflict in the link between organizational climate and teacher burnout was investigated using Bootstrap methodology. The findings highlighted that organizational climate significantly contributes to burnout, corroborating prior research. Key dimensions of organizational climate, such as involvement, control, autonomy, and physical comfort, were identified as influential factors. Family conflict was found to moderate the impact of organizational involvement and autonomy on burnout.

INTRODUCTION

Teachers play a crucial role in shaping the future of society by educating the next generation. However, the teaching profession is often associated with high levels of stress and burnout, which can have detrimental effects on both teachers' well-being and the quality of education they provide. One significant factor that contributes to teacher burnout is the organizational climate of their school environment.

Organizational climate refers to the prevailing atmosphere or "feel" of a work setting, including factors such as leadership style, communication patterns and the degree of support and recognition provided to employees (Schneider et al. 2013). A good work environment makes teachers feel like they belong, have freedom, and trust each other. But a bad environment with lots of conflict, little support and strict rules can make employees feel stressed, frustrated, and burned out. (Kuenzi. & Schminke. 2009). Several studies have examined the relationship between organizational climate and teacher burnout, consistently finding that a supportive and positive organizational climate is associated with lower levels of burnout among teachers (Maslach & Leiter, 1999; Collie et al. 2012). However, the mechanisms through which organizational climate influences teacher burnout are not fully understood. One potential mediator of this relationship is family conflict. Teachers, akin to all professionals, bear numerous roles and responsibilities beyond their workplace, encompassing family obligations and relationships. When teacher endure elevated stress levels and burnout in their workplace, often attributed to a detrimental organizational atmosphere, they are prone to carrying these adverse emotions home, potentially resulting in conflicts within their families (Wayne, Musisca, & Fleeson, 2004). Conversely, a positive organizational climate may buffer against stress and burnout, reducing the likelihood of family conflict (Bakker et al. 2014).

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