

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.

Introduction

In the world teaching is the most complex profession, especially in school levels. In teaching profession, teacher will be required continues gain new knowledge and ideas. Many time teachers suffered different kind of stress and problem in their entire service. In schools, teachers are typically seen as underperforming ability and they understood that her idea and knowledge could not valuable for the students. Different kind of family and administrative pressure might be syndrome of burnout. According to Maslach et al. (1987), burnout is a condition that can occur among those who perform some form of people work; including a lack of excitement, feeling removed from their work and lower emotions of personal

accomplishment. Similarly,¹ WHO defined Burnout is a syndrome that is thought to be brought on by ongoing workplace stress that has not been effectively controlled.² Burnout happens when passionate, committed individuals lose interest in a career or vocation that earlier in their career journey had given them a lot of their identity and sense of purpose. Most people claimed a lack of teacher knowledge can damage the overall educational systems as well as high-quality education.

Burnout

Anxiety, depression, lack of knowledge and weariness all are possible side effects that teachers face in their teaching life. In school, several factors affect teachers' teaching profession, likewise; student misbehavior, student disinterest, overcrowding, rising administrative loads, a lack of infrastructure support and society's disapproval of the

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profession. The effects of burnout on teachers include absenteeism, poor performance, and antipathy towards students. A lack of dedication to their jobs can affect children performance and high-quality instruction. It also affects a teacher's classroom management skills as they tend to suffer from irritability, behave cynically toward students, and often takes punitive action against the students to maintain discipline which further increases student problem behaviors.^{3,4}

There must be quick action taken to alleviate the effects of burnout because it has major consequences not just for the teacher but also for their school and the pupils that attend it. Students are probably affected when teachers lose their sense of purpose, become overworked and withhold themselves from their profession.⁵ On the other hand, low job satisfaction and demonization among teachers are linked to teacher burnout.⁶ How students benefit from their teachers' enthusiasm in a variety of ways, including increased intrinsic motivation, vitality, enjoyment, and self-efficacy.⁷ Additionally, teacher feelings, particularly positively expressed emotion, and contributes to better student outcomes, especially motivation among pupils.⁸ As a consequence, a lot of teachers are discovering that their initial perceptions of themselves, their pupils, and their line of work are now more negative than ever.

Institutional Climate

The institutional climate is a "learning environment" where teachers and administrators established rules according to the experience and need of the students.⁹ Institutional climate depend upon principle behavior or teachers performance and in institution these two components are much related each other.¹⁰

In the institutional climate inventory, Kaur (2015) identified total eight dimensions and these are; 1. Disengagement: It focuses on the teacher's behaviors in a task-oriented environment. 2. Alienation: demonstrates how strictly the principal follows the rules rather than interacting with the instructors informally and face-to-face. 3. Espirit: Espirit term used to describe the morality of the teachers or the sense of fulfillment. 4. Intimacy: This aspect indicates the satisfying of a social need that is not always connected to job completion. 5. Psychophysical Hindrance: It indicates to the teachers' perception that they are overworked by the principal. Teacher believe overburdens them with menial tasks, management and other administrative demands. 6. Control: it refers to how much the principal tries to increase the level of effectiveness. 7. Production emphasis: It refers to a principal's actions that

the principal regularly monitoring to the teachers and give direction to the teachers for administrative works. 8. Humanized Thrust: refers to the principal's actions, teachers are inspired by principal characteristics and behaviors. The teachers are only asked to offer what they are ready to give; he doesn't demand more.¹¹

Conceptual Framework

Schools and students' performance depend on the consistent effort and dedication of the teachers. Teachers come from a variety of backgrounds and they have various requirements and demands but educational institutions are not full filled their requirements. Therefore many institutions are engaged them on different un-academic works. An educational system is a factor where have been seen different types of stress.

Likewise, teachers' psychological health and socio-emotional functioning have an impact on their capacity to successfully handle instruction and classroom management.¹² Therefore, a burnout teacher will affect on student outcomes such as motivation and performance. Burnout teachers and pertinent disengagement behaviors may make in-effective to the classroom; also can decry the result of the students.^{13,14} Burnout causes teachers to be less encouraging with their student which diminishes the motivation and involvement of the students.¹⁵ Similarly, investigator has shown that demographic factors including gender, residential background, and stream and marriage status might predict whether instructors will feel burnout.

The researchers made a decision to conduct research on burnout in secondary school teachers because they believed that this area needed special attention in order to provide high-quality education and establish a healthy school atmosphere for the growth of students. The aim of this research is to examine the relationship between burnout and Institutional climate with different controlling variable (gender, subject-stream, marital status and residential background) affects to teachers.

Objective of the Study

1. To analyse the relationships between the dimensions of burnout; i.e. Emotional Exhaustion (EE), Depersonalization (DP) and Personal Accomplishment (PA).
2. To analyse the relationships between the dimensions of burnout (EE, DP and PA) and Institutional Climate (IC) of selected secondary school teachers.

Hypothesis of the Study

The three dimensions of burnout are weakly to moderately correlate and that they cannot be added up to a single measure.¹⁶ Emotional exhaustion and cynicism as the central dimensions of burnout and emotional exhaustion was a far stronger predictor of job satisfaction among Norwegian teachers than was depersonalization (beta = ".52 and ".21, respectively).¹⁷ Moreover, emotional exhaustion has been shown to be positively and strongly associated with teachers' experiences of work overload.^{18,19}

Based on the studies reviewed in the previous subsection, researchers propose the following hypotheses:

Hypothesis 1: There would be significant and positive relationship between EE and DP. The model assumes that persistent DP may lead to a reduction in PA.

Hypothesis 2: Secondary school teacher would be significant and positive relationship between DP and PA.

Hypothesis 3: Secondary school teacher would be significant and positive relationship between EE and PA.

As was already indicated, a sizable number of studies on teacher bullying have been published in the international literature. Organizational climate and burnout has a negative relationship on secondary school teachers in Istanbul city in Turkey.²⁰ A study also found that IC is strongly and negatively associated with burnout in public organizations.²¹ & Schubert, shown on their finding stressful relationships with supervisor increased emotional exhaustion.²²

After discuss the literature, the researchers propose the following hypotheses:

Hypothesis 4: Secondary school teacher would be significant and positive relationship between EE and IC.

Hypothesis 5: Secondary school teacher would be significant and positive relationship between DP and IC.

Hypothesis 6: Secondary school teacher would be significant and positive relationship between PA and IC.

Methodology

In this study the data was analyze by two-stages,²³ the convergent and discriminate validity were examined to the measurement model. The structural model was investigated to determine the nature and strength of the relationships among the theoretical constructs. The estimates of composite reliability and average variance explained were used to assess the reliability and validity of the measurement model. Another stage of the suitability proposed model, path analysis was used to examine the direct and indirect relationships between Burnout and Institutional climate. Finally, the mediation effects of burnout were investigated by using a bootstrap approach to obtain confidence intervals using a resample of 5,000 (95% confidence level).²⁴

The study was based on a cross-sectional research design. The Secondary School teachers of Purulia district in West Bengal (India) were the target population for the study. Using Purposive sampling procedures 100 Secondary school teacher were selected, thus providing a highly representative sample. A "Google Form" questionnaires link was shared through email and WhatsApp media to the teachers and all the teachers were filled very carefully to the Questionnaire.

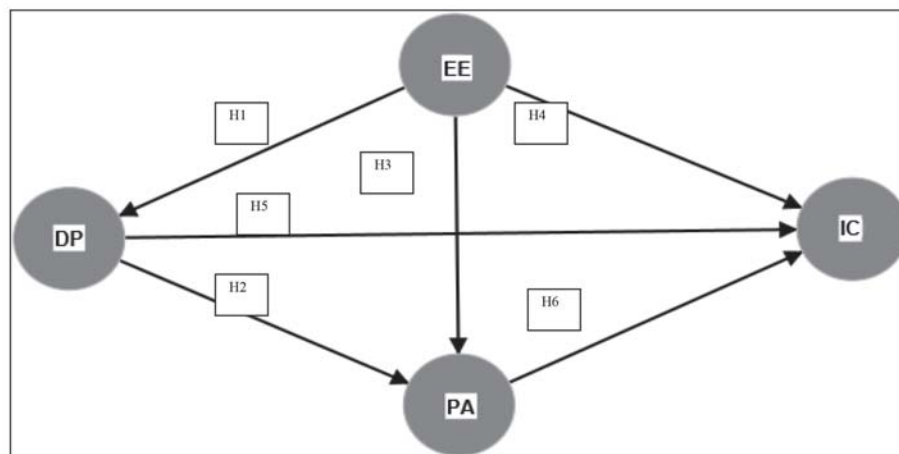


Fig. 1: Hypotheses Proposed Model.

Measurement Instruments

Maslach Burnout Inventory:

Burnout Inventory was developed by Maslach and Jackson, (1986) and tool namely known as Maslach Burnout Inventory. The 22-item MBI assesses burnout on the following three dimensions: EE (nine items), DP (five items) and PA (eight items). A seven-point scale was followed and numbering distribution was given: 0 = never; 1 = a few times per year or less; 2 = once a month or less; 3 = a few

times a month; 4 = once a week; 5 = a few times a week; and 6 = every day.

The researchers were internal reliability technique was employed and calculating the value of Cronbach's alpha. After analyzing the data, present high reliability values of the scales; EE (0.89) and PA (0.75) and lower reliability values on DP (0.70).

Institutional Climate Scale: To study institutional climate in school, Institutional Climate Inventory (ICI) constructed by Bandhu (2006). The Institutional Climate Inventory has total 50 items and 23 items of the scale dimensions are; disengagement, alienation, esprit and intimacy which indicate the characteristics of the teachers and another 27 items are refers on leader behavior characteristics namely psycho-physical hindrance, production emphasis and human thrust (Kaur 2015). After applying Spearman Brown prophecy formula for the whole test (rtt), the coefficient of correlation value is 0.83 that is significant at .01.

Bandhu (2006), four point rating scale was followed in this tool and value has been given accordingly: 1 = Rarely Occurs; 2 = Sometime occurs; 3 = Often Occurs; & 4 = Very Frequently Occurs for positive items and reverse for negative items 4 = Rarely Occurs; 3 = Sometime Occurs; 2 = Often Occurs; & 1 = Very Frequently Occurs.

Exploratory Factor Analysis

The following steps were taken to verify the measurement model: (1) An assessment of the item's individual reliability using the factor load when the construct is reflecting (EE, DP, PA and IC) and (2) an analysis of the construct's validity. Several experiments were conducted to check the reliability whether the questionnaire is adequate or not. The Investigator's composite reliability, average variance explained, factor loadings and construct inter correlations were examined to verify the reliability and validity of the measures.^{25,26}

The items required to have factor loads (k) or simple correlations that were at greater than 0.707.²⁷ Hair et al. proposed that items with loads between 0.4 and 0.7 could be eliminated from a scale if their suppression increases the average variance extracted (AVE) and due to very low loads (0.4), four items (MBI_06, MBI_11, MBI_14, & MBI_18) were removed.²⁸ The eighteen (18) items were remained with loads in this range between 0.50 and 0.87. The rest of the items were maintained for this study, given

Table 1: Structure Model of the Tools (Convergent Validity and Reliability):

Construct	Measurement Items	Loading	CA	CR	AVE
EE	MB -01	0.51	0.76	0.76	0.60
	MB -02	0.82			
	MB -03	0.73			
	MB -06	0.39/ Deleted			
	MB -08	0.51			
	MB -13	0.52			
	MB -14	0.37/ Deleted			
	MB -16	0.57			
PA	MB -20	0.80	0.84	0.84	0.46
	MB -04	0.55			
	MB -07	0.53			
	MB -09	0.51			
	MB -12	0.85			
	MB -17	0.81			
	MB -18	0.47/ Deleted			
	MB -19	0.84			
DP	MB -21	0.78	0.77	0.86	0.60
	MB -05	0.87			
	MB -10	0.87			
	MB -11	0.45/ Deleted			
	MB -15	0.86			
IC	MB -22	0.85	0.99	0.99	0.45
	Disengagement	0.977			
	Alienation	0.975			
	Esprit	0.978			
	Intimacy	0.99			
	Psycho-physical hindrance	0.92			
	Production Thrust	0.995			
	Humanized Thrust	0.994			

Note: EE = Emotional Exaction, PA = Personal Accomplishment, DP = Depratization, IC = Institutional Climate, CA = Cronbach's alpha (a), & CR: Composite Reliability.

their contribution to the content validity (AVE 0.33 to 0.60). Table 1 shows the results.

Investigators reliability test was constricting to evaluate the internal consistency: Cronbach's alpha (α) and the Composite Reliability index (P_c). 0.7 as a reference value for both α & P_c . Table 1's findings indicate that all constructs were dependable and had appropriate internal consistency.²⁸

Validity

Convergent validity testing was also beneficial to evaluate the reliability of a Smart PLS instrument, through the AVE calculation value.²⁹ The AVE coefficient for reflective constructions were more than 0.45, as shown in Table 1. That means all AVE measurements were accurate.

The investigators Fornell and Larcker approach was employed, several research used this method for administrating the validity.³⁰ Discriminate validity was used to evaluate the extent to which a concept and its indicators differed from another concept.³¹ A construct should share more variance with its items than with other constructs in each model.³⁰ The square root of the AVE was higher than the correlation between the variables, as seen in Table 2. Additionally, there was a significant association between the IC and the burnout dimensions of EE, PA, and DP.

Table 2: Measuring the discriminate validity

	DP	EE	IC	PA
DP	0.91			
EE	0.82	0.91		
IC	0.13	0.15	0.97	
PA	0.77	0.58	0.05	0.68

*** Square root of average variance extracted

Structural Model Evaluation

After the constructs' validity and reliability, to check the relationship between the constructs and the predictive capacity of the endogenous variables was completed. Consequently, we evaluated the nature of relationship (hypothesis) between the various variables. There were two fundamental indicators used in this assessment: explained variance (R^2), it demonstrates the model's capacity for prediction and the path coefficients ($\mu\beta$), which indicate the strength of the relationships between dependent and independent variables.³²

Regarding the model's ability for prediction, the R^2 of the dependent variables must be equal to or greater

than 0.1 since lower values provide little information.³³ Chin defined the subsequent value: from 0.67 is considered "substantial," from 0.33 "moderate," and from 0.19 "weak."²⁵ The R^2 values obtained in this model indicated that the variables EE and DP had limited predictive possibility ($R^2 = 0.12$ and 0.02 , respectively) and additionally, the variables PA and IC were moderately valued ($R^2 = 0.19$ and 0.21 , respectively). These results are shown in Table 3.

Table 3: Variance explained (R^2) and Stone-Geisser (Q^2) test for checked the predictive capacity.

Construct	R^2	Q^2
EE	0.12	0.08
DP	0.02	0.09
PA	0.19	0.002
IC	0.21	0.11

To determine the contribution of exogenous variables to the variance explained in dependent constructs. The path coefficient values obtained were used in ($\mu\beta$). In order for these values to be considered significant, they must reach a minimum of 0.2.²⁵ It should be emphasized that a re-sampling approach with replacement was employed along with the non-parametric bootstrap technique.²⁸

The investigators found that there was a positive and significant relationship between EE and DP among secondary school teachers when investigator find relationship between the three categories of burnout ($EE - DP = 0.27$; $t = 2.2$; $p = 0.02 < 0.01$) which supports hypothesis H_1 . The relationship between DP and PA was shown to be positive and no significant accusation ($DP - PA = 0.02$; $t = 0.19$; $p = 0.84 > 0.01$), and no supports hypothesis H_2 . The sample of secondary school teachers also revealed a positive and significant relationship between EE and PA ($EE - PA = 0.45$; $t = 3.96$; $p = 0.16 < 0.1$) which accepted the hypothesis H_3 .

The following set of assumptions explored the relationship between secondary school teachers' the three dimensions of burnout and Institutional Climate (IC). EE and IC had a positive and significant relationship ($EE - IC = 0.13$; $t = 1.38$; $p = 0.0 < 0.01$), hence supporting hypothesis H_4 . Since DP and IC were showing a negative or no significant relationship among the teachers and hypothesis H_5 was not supporting ($DP - IC = -0.13$; $t = 1.24$; $p = 0.21 < 0.01$). Finally, PA presented a positive relationship with IC and the value is ($PA - IC = 0.13$; $t = 1.27$; $p = 0.2 > 0.01$), thereby no supporting hypothesis H_6 .

Table 4: Co-relation Results (Structure Model Results)

Hypothesis	Suggested Effect	Path coefficients	t-value	p-value	Support
EE – DP	+	0.27	2.2	0.02	Yes
DP – PA	+	0.02	0.19	0.84	No
EE – PA	+	0.45	3.96	0.03	Yes
EE – IC	+	0.13	1.38	0.00	Yes
DP – IC	-	-0.13	1.24	0.21	No
PA – IC	+	0.13	1.27	0.2	No

Table 5: Relationship results between demographic variables and dimensions of burnout as well as Institutional Climate

Hypothesis	Suggested Effect	Path coefficients	t-value	p-value	Support
Residential Background - DP	-	-0.13	0.83	0.21	No
Stream -> DP	-	-0.13	1.23	0.21	No
Marital status -> DP	+	0.26	1.21	0.22	No
Gander -> DP	-	-0.16	0.68	0.49	No
Gander -> EE	+	0.09	0.35	0.72	No
Gander -> IC	+	0.70	3.66	0.00	Yes

There seem to have been some significant relationships with EE, DP and IC for the control variables. Comparing secondary school teachers shown (Residential Background – DP = -0.13, $t = 0.83$, $p = 0.21$) lower level of DP and no significant association between Residential Background and DP of secondary school teachers. Lower levels of DP were no significantly associated with Stream (Stream – DP = -0.13, $t = 1.23$, $p = 0.21$). The explosion of marital status found no substantially associated with higher level of DP (marital status – DP = 0.26, $t = 1.21$, $p = 0.22$). Gender of secondary school teachers was no significantly connected with lower DP and higher EE (Gender – DP = -0.16, $t = 0.68$, $p = 0.49 > 0.01$; Gender – EE = 0.09, $t = 0.35$, $p = 0.72 > 0.01$). Gender of secondary school teachers was significantly associated with higher level of IC (Gender – IC = 0.70, $t = 3.66$, $p = 0 < 0.01$).

In this study, the Stone-Geisser technique or Q2 parameter (cross-validated redundancy) was employed for assessing the predictive power. The blindfolding method was used to run this test. To be considered predicatively valid, parameter Q2 must be greater than zero.⁴⁶ Every Q2 value met this requirement, as shown in Table 3. As a result, the model's predictive relevance in relation to endogenous latent variables was confirmed.

Discussion

This study has two goals, as mentioned in the introduction: One is; to analyse the relationships between the dimensions of burnout and also compare the relationships between the dimensions of burnout and Institutional Climate (IC). Investigators were able to evaluate the instrument's reliability and validity, as well as the structural model's relationships and prediction power, using the technique known as PLS-SEM.

The hypotheses examined about the relationships between burnout dimensions and Institutional Climate, our findings support the idea that high levels of EE amongst secondary school teachers are associated with high levels

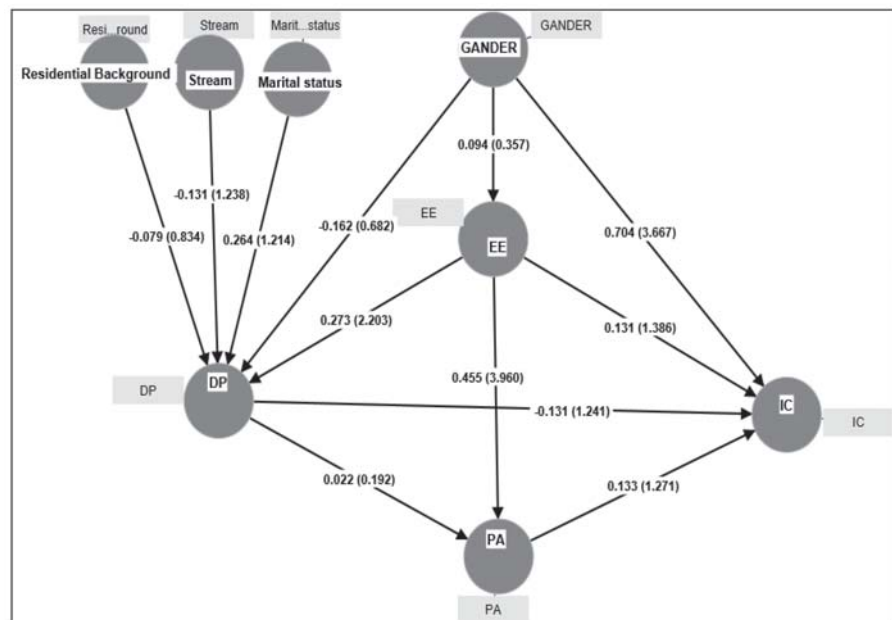


Fig. 2: proposed structural equation model. Note: EE was assessed by three aspects: DP, PA and IC. Residential background, stream and marital status were assessed by DP. Gender was assessed by three indicators; EE, DP and IC.

of DP the sample of secondary school teachers, DP was not significantly correlated with high levels of PA, and EE have a significantly impact on these feelings of PA. Previous study has supported up some of the relationships between the burnout dimensions. For instance, multiple studies discovered that EE levels were positively associated with PA and DP, and DP to be negatively relationship with PA among secondary school teachers.³⁴ Houkes et al. found significant relationships between EE and DP as well as PA and PA in Dutch Medical doctors.³⁵

The structural equation model used in this study showed a number of relationships between secondary school teachers' IC and exhaustion dimensions of burnout. According to this study, secondary school teachers' IC in a DP was negatively influenced. However, in samples of school teachers some research has not identified the expected relationship between EE and IC. This has also been confirmed in previous studies. Van Emmerik found that lower levels of reported burnout are predicted by high levels of support from one's superiors.³⁶ Participation in decision-making was substantially connected with perceived accomplishment in South African academics, is compatible with the findings of the current study.³⁷ Climate creates a transparent organization and encourages employees to participate fully in the decision-making process.³⁸ Teachers who have friendly relation with her colleague in an institution possess a sense of support and security.

Another finding in the study demonstrates that Relationship between DP and IC was negative. However, it was not statistically significant. However, the study did not find a negative significant relationship arising from the DP and IC by secondary school teachers. Furthermore, the study demonstrates that PA was significantly and positively associated with IC even though it had a very minor magnitude.

The control variables demonstrated some meaningful relationships with the model's proposed components. DP, EE and IC seemed to be higher score of male & female teachers, and IC score higher as compare to DP and EE. Additionally, analysis showed that residential background (rural & urban), stream (arts, science & commerce) and Gender in secondary school teachers decreased the scores of DP in the sample of school teachers, and that marital status showed higher levels of DP.

The results reveal that among secondary school teachers in the West Bengal, demographic factors such are predictive of burnout syndrome. The results support

those of earlier research.^{39,40} similarly demographic variables such as participants' gender, stream, and marital status have a strong correlation with burnout and were revealed to be important predictors of burnout in teachers.³⁹ Gender & seniority (job experience) as significant predictors of teacher burnout measured using MBI.⁴¹⁻⁴³

Educational Implication

This research aimed to determine the prevalence of burnout among secondary school teachers and try to find out relationship with institutional climate. Since burnout is considered as a composite of depersonalization, emotional exhaustion, and lack of personal success, a teacher going through burnout may feel depersonalized, emotionally weary, or lack a sense of personal accomplishment. The outcomes of the present study are relevant because they have an opportunity to enhance both the quality of the teaching staff and educational institutions. The findings of the present research have significant implications for the teaching profession as a whole educational.

The educational institution should conduct training programmes which enhance teachers' metalizing abilities and teacher should be aware of the indicators of burnout. The current study contributes to raising teachers' knowledge about burnout and its very effects on their healthy life. They can use the findings summery of the study for creating efficient coping mechanisms and proactive behaviors for the burnout process so that it can be stopped in its early phases by efficient coping mechanisms. Similarly, administrators and educational professionals may utilize of these finding to enhance the effectiveness of teachers and stop the onset of burnout; prevention is always preferable to cure.

Limitations of the Study

There are a number of limitations on this study that are required to be mentioned. Firstly, the design of this study is cross-sectional and that was big limitation of the present study. Since burnout and Institutional climate were all measured at the same time, no causal inferences can be made and also in this study gender, location, stream and marital status are the control variables selected of the present study. Secondly the most importance limitation was, in the present study only two standard questionnaires were used. Third limitation was, this research the researchers only examined the relationship between burnout and institutional climate; however, few fundamental control and working variables as potential confounders.

Conclusion

This study supports Taris et al. (2005)'s integrative

model, which claims that higher levels of EE result in higher levels of DP among secondary school teachers. Furthermore, higher levels of PA are linked to higher levels of DP. In a sample of social workers, this study revealed a relationship between burnout and the elements of EE, PA, and IC. Gender, residential background, stream and marital status are all personal and professional traits of secondary school teachers that are highly linked to EE, DP, and JS. □

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