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Workplace Dynamics: A Study on Organisational Climate, Perceived School Politics and Employee Turnover among Women Educators in Semiprivate Schools

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Abstract: Teacher's well-being and professional stability remain critical concerns in the field of education, particularly in the context of increasing workload, administrative demands, and institutional challenges. Burnout is a state of physical, emotional, and mental exhaustion that results from prolonged or excessive stress, especially in work, caregiving, or study-related settings. Job satisfaction is the positive or negative feeling a person has about their job. It reflects how much people like (satisfaction) or dislike (dissatisfaction) their work. Organizational politics refers to self-serving behaviours at the workplace, where individuals or groups use power, manipulation, favouritism, or hidden agendas to gain benefits often at the cost of fairness, transparency, and teamwork. When workplaces are dominated by politics and favouritism, employees feel dissatisfied and demoralized. Over time, this dissatisfaction builds into chronic stress, emotional exhaustion, and eventually burnout in teachers. The present study examines the relationship between burnout, perceived organizational politics, job satisfaction, and turnover intention among teachers. Standardized scales were used to measure the relationship between variables. The results indicate that burnout was positively correlated with career satisfaction, perceived administrative support, coping with job-related stress, and attitude towards students, indicating its complex interplay with both positive and negative workplace factors. Conversely, job satisfaction showed strong negative associations with burnout, administrative support, coping strategies, and attitudes toward students, underscoring its protective role against stress. Additionally, turnover intentions were strongly linked to perceptions of mismanagement, work nature, and career opportunities, suggesting that organizational mismanagement substantially drives employee attrition. Overall, the findings

highlight the dual role of workplace resources and stressors in shaping employee well-being and retention. By analyzing these interrelated constructs, the study seeks to determine the predictive role of organizational politics and burnout in shaping job satisfaction and turnover intention. Moreover, the findings provide deeper insight into how political climate and occupational stressors affect teachers' retention, while emphasizing the influence of job satisfaction in reducing turnover. This study contributes both theoretically and practically by highlighting areas for policy intervention and school level support to strengthen teacher well-being and organizational commitment.

Keywords: *Organizational Climate, School Politics, Employee Turnover, Semiprivate Schools*

1. Introduction

“What is workplace optimism?” If you think it’s viewing the proverbial glass half full through rose-coloured glasses and thinking positive thoughts, you’re mistaken. It is more than a positive attitude. Workplace optimism shapes attitudes. It shapes a person’s and even a team’s spirit. It is the spark that fuels esprit de corps. It evokes positive emotions in team members toward their work and others. Workplace optimism is a characteristic of climate. The climate feels optimistic. Individuals are inspired by their work and the possibilities inherent in it. Workplace optimism is the belief that good things will come from hard work. Research shows that you can transform the work experience by focusing on the best positive potential realities. Rather than spend time focusing on what’s wrong or missing in the workplace, one can choose to focus on what’s right and possible in the workplace. Rather than ignoring the climate, one can observe how it’s influencing work quality and relationships. An individual can transform the work experience by simply recognizing and leveraging human nature (Murphy, 2015). Teachers often face burnout from the demanding aspects of their job, such as handling large classrooms, grading, and meeting administrative tasks. The ongoing pressure and long hours can cause both physical and emotional exhaustion, making it hard for teachers to stay enthusiastic and effective in their roles. Teaching involves numerous responsibilities, including lesson planning, addressing diverse student needs, and meeting high expectations from parents and school administration. This can lead to significant stress, causing issues like anxiety and irritability, which affect teachers’ well-being and job satisfaction. Mental health is an important aspect of overall well-being and is often overlooked in the teaching profession.

Mental health of teachers is particularly significant, as they play a crucial role in shaping the future of the next generation. However, teachers often experience high levels of

stress and burnout due to long working hours, large class sizes, and high expectations from students, parents, and administrators. Therefore, it's imperative that mental health, especially the mental health of teachers, is given more importance and attention in the teaching profession. To engage and educate their pupils, teachers use a variety of teaching methods and may specialize in certain areas or grade levels. Through the development of young minds and a love of learning, they play a vital part in influencing the course of history (Iqbal & Bashir, 2021). Organizational researchers have always been interested in exploring the behaviours and attitudes which hinder or facilitate the development of an organization. One such construct is organizational politics. Organizational politics is an appealing construct for organization. Organizational politics sometimes increase the performance, attitudes and positive behaviours towards organization and organizational politics sometimes also decrease the performance and positive behaviours towards organization.

Another construct is organizational commitment. Organizational commitment deals with employee strong desire to remain in the organization and work for the benefit of that organization. Present study is an empirical endeavour to examine the role of organizational politics in organizational commitment and turnover intentions among private sector teachers. This study also aimed to explore whether organizational politics increase or decrease the magnitude of organizational commitment and turnover intentions or its hinder. Moreover, teachers often face significant struggles due to organizational politics within educational institutions. Power dynamics, favouritism, and internal conflicts can create an environment where decisions are not always based on merit or the best interest of students, but rather on personal alliances and political manoeuvring. Such politics may lead to unequal distribution of resources, limited opportunities for professional growth, and increased workload for some teachers, while others may gain undue advantages. This can cause frustration, demotivation, and stress among teachers, ultimately affecting their job satisfaction and mental well-being. Moreover, organizational politics can undermine collaboration and trust among staff, leaving teachers feeling unsupported and undervalued despite their dedication to student learning.

Meaning of Organizational Climate

Organizational climate refers to the shared perceptions and attitudes about the organization, its structure, and its functioning. It is the psychological atmosphere within the organization, characterized by aspects such as leadership styles, communication patterns, policies, and practices. These factors collectively influence how employees perceive their roles and responsibilities, and subsequently, how they behave and perform at work.

The concept of organizational climate was first introduced by George Litwin and Robert Stringer in the 1960s. They described it as a set of measurable properties of the work environment that are perceived directly or indirectly by employees. These properties influence employees' motivation and behaviour, affecting overall organizational outcomes.

Importance of Organizational Climate

1. Employee Satisfaction and Retention: A positive organizational climate fosters job satisfaction, which is crucial for retaining talented employees. When employees feel valued, supported, and engaged, they are more likely to remain loyal to the organization, reducing turnover rates and associated costs.

2. Enhanced Productivity: An encouraging and supportive climate boosts employee morale and motivation, leading to increased productivity. When employees feel that their efforts are recognized and rewarded, they are more inclined to put in their best efforts.

3. Better Team Collaboration: A healthy organizational climate promotes open communication and trust among team members. This leads to better collaboration, innovation, and problem-solving, as employees feel comfortable sharing ideas and feedback.

4. Organizational Commitment: A positive climate strengthens employees' commitment to organizational goals and values. This alignment between personal and organizational objectives results in higher levels of dedication and effort toward achieving common goals.

5. Improved Customer Satisfaction: Employees who work in a positive climate are generally more satisfied and motivated, which translates into better customer service. Satisfied employees are more likely to go the extra mile to meet customer needs, enhancing customer satisfaction and loyalty.

6. Change Management: Organizations with a positive climate are better equipped to handle change. Employees in such environments are more adaptable and open to new ideas, making the process of implementing change smoother and more effective. Over the past decade, education reformers have focused much of their attention on raising teacher quality. This makes sense, given the well-evidenced, large impacts teachers have on student outcomes and the wide variation in teacher effectiveness, even within the same school (Goldhaber 2015; Jackson et al., 2014). Yet this focus on individual teachers has caused policymakers to lose sight of the importance of the organizational contexts in which teachers work, and students learn. The quality of a school's teaching staff is greater than the sum of its parts. School environments can enable teachers to perform to their fullest potential or undercut their efforts to do so.

When we think of work environments, we often envision physical features: school facilities, instructional resources, and the surrounding neighbourhood. State and district policies that shape curriculum standards, class size, and compensation also come to mind. These things matter, but so do school climate factors that are less easily observed or measured. Teachers' day-to-day experiences are influenced most directly by the culture and interpersonal environment of their schools. School climates consist of a constellation of organizational features that shape teachers' and students' experiences. Strong school climates are characterized by supportive leadership, teacher collaboration, high expectations for students, and a collective commitment to support student learning. Teaching is a social career, and the relationships that teachers have with those who support their work in the classroom administrators and colleagues, heavily influence teachers' satisfaction and success.

Strong professional environments foster a virtuous cycle in which teachers develop skills faster, stay at a school longer, and improve student learning year over year. State education agencies and boards of education that are working to improve instruction across school systems would do well to recognize the interconnected nature of teachers' work and the environments in which they perform their craft. Employee turnover is divided into voluntary and involuntary two, voluntary turnover is the initiative of the employee turnover request and eventually leave the organization behaviour, rather than voluntary turnover more refers to the organization to do not meet the requirements of the staff take dismissal acts cause employees to leave the organization in involuntary turnover, companies gain the initiative, and are generally dismiss unqualified staff does not meet the requirements of the organization. Therefore, the necessary redundancy and dismissal of the enterprise development is beneficial. In contrast, voluntary turnover offered by the staff is more random, excessive voluntary turnover is something enterprises do not want to encounter because it would adversely affect the development of enterprises. Therefore, to predict voluntary turnover effectively, reasonably control the number of voluntary turnovers, maintain healthy development of enterprises. Academia gives more attention to voluntary turnover.

Mei-Lin Chang (2009) asserts that teaching is widely recognized as a profession prone to burnout and emotional exhaustion. While teacher burnout has been extensively studied, fewer works explore its connection to teachers' emotions. This review highlights how teachers' habitual appraisals of student behaviour and classroom tasks may fuel recurring negative emotions, which in turn contribute to burnout. Understanding these emotional appraisals is critical, as they shape how teachers experience and regulate emotions. More research is needed

on these antecedent appraisals to inform strategies that support teachers in managing emotions and reducing burnout.

A wide attention has been paid to employees' attitudes in organizational behaviour recently. Employees' attitudes such as job satisfaction and turnover intention are associated with many important behaviours and outcomes for employees that have implications for organization and personal well-being (Spector 1985; Meyer et al. 2002; Alshitri, 2013). Several studies indicate that satisfied employees are committed to the organization, they represent value to the workplace and that they are the most important agents for continuous improvement. Satisfied employees are more likely to deliver better products and services, which results in better outcomes and higher customer satisfaction and loyalty (Eskildsen and Dahlgaard, 2000; Sowmya, 2013; Alshitri, 2013)

Job satisfaction has been one of the most extensively researched work attitudes over the past eight decades. It generally refers to how employees feel about their jobs—whether they experience satisfaction or dissatisfaction (Beecham et al., 2008; Agho & Price, 1992). The most widely accepted definition describes it as a pleasurable or positive emotional state arising from the appraisal of one's job or job experiences (Spector, 2006; Droussiotis & Austin, 2007).

Burnout

According to Maslach and Leiter (2016) “a psychological syndrome emerging as a prolonged response to chronic interpersonal stressors on the job.” According to Shukla et al. (2008) “burnout among professionals such as teachers can result from excessive demands on their energy, strength and resources”. According to the well-known definition of burnout (Maslach, 1976; Maslach and Jackson, 1981), “burnt out people suffer from emotional exhaustion, depersonalization and a reduced sense of personal accomplishment.” “Environmental stressors are the social relationships of the teachers with students, colleagues and principals (Brouwers and Tomic, 1999; Feitler and Tokar, 1980), and the organizational working circumstances (Brenner et al., 1985; Burke and Richardsen, 1996; Van Dierendonck et al., 1998). Some studies take the view that “it is the environment that produces stressors responsible for the onset of burnout.”

A study conducted by Evers, Tomic and Brouwers (2004) investigates the relationship between teacher burnout and disruptive student behaviour, exploring perceptions from both students and teachers. The research utilizes the Maslach Burnout Inventory and related scales to assess burnout symptoms, disruptive behaviour, and teachers' coping competence. Key findings include the adaptability of the scales for student reporting, no age-related differences in student perceptions, and gender-based differences in emotional exhaustion and

depersonalization. The study also highlights the impact of teachers' coping competence on burnout dimensions and differences between teacher self-reports and student perceptions. The results suggest that student perspectives can offer valuable insights into teachers' mental health and classroom dynamics.

Skaalvik and Skaalvik (2009) conducted a study and explored the relationships between teachers' perceptions of their school environment, burnout, and job satisfaction. The research involved 563 Norwegian teachers from elementary and middle schools. The study assessed four aspects of the school context (supervisory support, time pressure, relations with parents, and autonomy) and three dimensions of teacher burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment). The analysis used structural equation modelling. The findings revealed a direct link between teachers' job satisfaction and two burnout dimensions (emotional exhaustion and reduced personal accomplishment), as well as an indirect relationship with all school context aspects through emotional exhaustion and reduced personal accomplishment. The study also highlighted how different burnout dimensions correlated with various school context factors. Emotional exhaustion was strongly associated with time pressure, while depersonalization and reduced personal accomplishment were most related to teacher-parent relationships. The implications of these findings for research and educational practices are discussed.

According to Maslach and Leiter (2016), Burnout is a prolonged reaction to persistent emotional and interpersonal workplace stressors. It is characterized by exhaustion, cynicism, and reduced professional efficacy. This job-related stress syndrome situates individual stress within a broader organizational framework. It negatively impacts personal and social functioning, affecting both work quality and physical and psychological health, with consequences extending beyond the individual worker. Efforts to mitigate burnout and foster work engagement can be implemented at both organizational and individual levels. The social dimension of burnout, supported by robust research, and its specific links to the work environment offer a unique and valuable contribution to overall health and well-being.

Organizational Politics

“Organizational politics refer to the use of power and influence within an organization to attain personal or group objectives, often at the expense of the organization's goals. This can include actions like forming alliances, using information selectively, creating coalitions, and engaging in power struggles. It's essential to distinguish between ethical and unethical political behaviour in organizations. Ethical political behaviour aligns with the organization's mission

and goals, while unethical political behaviour typically involves manipulating others for personal gain or to undermine the organization's objectives" (Zaccaro, 2016).

According to Podsakoff et al. (2015) "Organizational politics, as a phenomenon, emerges from various interrelated causes. One of the primary triggers is the inherent competition for scarce resources within organizations. This competition is often multi-faceted and encompasses a wide range of resources including promotions, budgets, recognition, and even necessities like office supplies. This scarcity of resources fosters an environment where individuals and groups engage in manoeuvring and strategizing to secure their desired resources, often at the expense of others. For example, employees may engage in political tactics to secure a promotion by discrediting a colleague or lobbying for more substantial project budgets, which can lead to team conflicts and sabotage." Organizational culture also plays a crucial role in shaping the prevalence of organizational politics. Cultures that prioritize competition over collaboration, or individual success over collective achievements, can encourage political behaviour. Similarly, reward systems that incentivize individual achievement or short-term gains at the expense of the organization's long-term goals can fuel political behaviour. For instance, if an organization's reward system only recognizes individual performance metrics, employees may resort to political tactics to outshine their colleagues" (Northouse, 2018).

A study conducted by Ferris and Kacmar (1992) investigates the influence of personal and situational factors on employees' perceptions of organizational politics. Building upon the model proposed by Ferris, Russ, and Fandt (1989), the research employs two studies to examine the factors affecting these perceptions. Study 1 utilized regression analyses to empirically assess the model, revealing that feedback, job autonomy, skill variety, and promotion opportunities significantly explain the variance in perceptions of organizational politics. Study 2 employed an expanded measure to further analyse the antecedents and consequences of these perceptions. The findings offer insights into the dynamics of organizational politics and suggest avenues for future research.

A study conducted by Durnali and Ayyildiz (2019) investigated the job satisfaction and perceptions of organizational politics among faculty members, as well as the relationship between them. The research aimed to determine how well job satisfaction could predict perceptions of organizational politics. A descriptive relational survey model was used, with a sample of 240 faculty members from 14 universities in Ankara. Data were collected using the Job Satisfaction Scale for Academicians (JSSA) and the Perceptions of Organizational Politics Scale (POPS) in September and October 2019. Statistical analyses included descriptive

statistics, reliability tests, correlations, and multiple linear regression using SPSS v. 23. The findings revealed high levels of job satisfaction and organizational policy sub-dimension scores. Faculty members showed the highest scores on "Go along to get ahead" and uncertainty about "General political behaviour" and "Honesty / Work ethics". The JSSA subscales were moderately and positively correlated with the POPS subscales, and the regression analysis indicated that the JSSA's intrinsic and extrinsic job satisfaction dimensions significantly predicted the POPS subscales.

The study conducted by Hussain, Ali and Hussain (2020) investigated the influence of organizational politics on employee turnover intentions within two types of schools: elite private schools and Bohra community schools. A cross-sectional, quantitative approach was employed, utilizing a questionnaire to measure organizational politics and turnover intentions. Data were gathered from 290 employees, with 100 participants selected from each school category via convenience sampling. The findings revealed no significant difference in turnover intentions between the two school types, with results showing only minor variations. The study suggests that even when employees experience organizational politics, they are less likely to leave their organization if their personal values align with the organization's values.

Job satisfaction

Churchill et al. (1974) published an article called Measuring the Job Satisfaction of Industrial Salesmen and made it clear that: "the job satisfaction, as a constitutional concept, contains the features of the job and the features of the job-related environment. In a positive measurement of the constitutional concept of job satisfaction. "The work-related affection states covering five aspects, namely the supervisors, the jobs, the work colleagues, the compensation, and the promotion opportunities" (Churchill et al, 1974). Low levels of job satisfaction are related to not only employee withdrawal (Siu 2002), and intention to leave (Chi 2006) but also employee mental health (Nadinloyi et al. 2013) and burnout (Nadinloyi et al. 2013). According to Tang et al. (2000), employees who are highly satisfied with their jobs have been shown to be more productive, creative and remain within the working organization for longer periods of time.

Mishra (2013) examined the multifaceted concept of job satisfaction, a critical yet debated topic within industrial psychology and organizational behaviour. Job satisfaction, a key driver of employee motivation, is essentially an employee's attitude towards their job, shaped by various factors. These factors include wages, supervision, work conditions, social relationships, and fair treatment. The research also explores the influence of socio-economic and personal elements like age, sex, incentives, work environment, and education on job

satisfaction. The paper aims to examine the specific factors impacting job satisfaction within the pharmaceutical industry in Sikkim, India.

Demirtas (2010) investigated the job satisfaction levels of primary school teachers, defining job satisfaction as a positive emotional state stemming from job appreciation. The research employed a survey model, utilizing the Teaching Satisfaction Survey (TSS) to measure satisfaction levels. Findings indicate generally high job satisfaction among teachers, with notable differences observed across age groups. Teachers aged 36-40 reported the highest satisfaction, while those aged 41 and above reported the lowest. The study found no significant differences related to professional seniority or teaching variables. The research suggests a positive correlation between high teacher job satisfaction and the achievement of educational goals, implying that schools with satisfied teachers are likely to provide higher-quality education and produce successful students.

Penn, Romano and Foat (1998) investigated the connection between job satisfaction and burnout among 75 human services professionals who completed an undergraduate training program over a decade. The research utilized the Job Descriptive Index (JDI) and the Maslach Burnout Inventory (MBI) to assess these factors. Findings indicate that the group generally exhibited moderate to low levels of burnout, with job satisfaction inversely correlating with burnout. Furthermore, the availability of professional development opportunities emerged as a key differentiator between those who reported higher job satisfaction and those who did not. The study's implications are relevant to the design of training programs and employment environments.

Employee Turnover

Employee turnover may be understood as the employee leaving the organization or profession voluntarily. It has been observed that voluntary turnover is an interdisciplinary and multidimensional construct. The problem of voluntary turnover stretches beyond the gamut of employee and organization. The concept of voluntary turnover can be explicated only when it is accepted as a combination of social, economic, and psychological processes (Udechukwu et al., 2007). According to Mobley et al. (1979), Turnover intention may be defined “as the individual’s intention to voluntarily quit the organization or profession. Intentions are important to study as they predict an individual’s perception and judgement”. Researchers have testified that the “turnover intention comprises a sequence of processes viz., thinking of quitting, intentions to search, and intention to quit” (Mobley 1982; Mobley et al., 1978).

A study conducted by Jha (2009) examined the existing research on employee turnover and the intentions behind it. Employee turnover is a significant concern for organizations,

impacting costs related to recruitment, training, and productivity. High turnover can lead to understaffing and decreased efficiency. The individual employee can also be negatively affected. This paper synthesizes the current literature to provide a comprehensive understanding of the factors that influence employee turnover intentions. The goal is to identify strategies to mitigate these intentions and improve employee retention.

Nguyen and Springer (2021) constructed a conceptual framework for teacher turnover, drawing on the broader employee turnover literature and supported by empirical evidence. Through a systematic review of nearly four decades of international research, the study categorizes the determinants of teacher turnover into nine categories. These categories are grouped into personal, school, and external correlates. The external correlates include factors outside the individual or workplace, such as unemployment rates or union presence. The study discusses the empirical findings and their implications for teacher turnover within each category. It also identifies gaps in the existing research and suggests policy interventions to improve the teacher workforce.

According to a study conducted by Hughes (2001), exploring the phenomenon of teacher burnout, often leading to job changes (Lee & Asforth, 1990), presents a significant challenge. Despite this, many teachers' experiencing burnout remains in their roles (Jackson et al., 1986; Watts & Short, 1990), potentially harming the educational environment. To mitigate these negative impacts, it's crucial to identify the behaviours that precede burnout. This study proposes a model that directly compares an individual's capabilities with job demands (Jaques, 1961). The resulting behaviours, which are unique to each person, may act as early indicators of the more severe emotional and behavioural consequences of burnout (Cherniss, 1980a, 1980b; Maslach & Jackson, 1981, 1986). Furthermore, each of these distinct behaviours (Jaques, 1961) offers a chance to improve turnover management and intervene in the burnout process.

2. Purpose

The purpose is to study organizational climate and perceived school politics on employee turnover intention among semi-private schools.

3. Hypothesis

H1: There is a significant negative relationship between burnout and Job satisfaction.

H2: There is a significant relationship between burnout and organizational politics.

H3: There is a significant positive relationship between burnout and employee turnover.

H4: There is a significant negative relationship between organizational politics and job satisfaction.

H5: There is a significant negative relationship between job satisfaction and employee turnover.

4. Sample

A total sample of 30 female teachers working in semi-private schools between the ages 20-50 was collected from Rohtak, Haryana.

5. Measures

Perception of Organizational Politics: The scale was developed by Kacmar and Carlson (1997) was used to measure perception of organizational politics. The scale consists of 15 items covering three dimensions: General Political Behaviour, Going Along to Get Ahead, and Pay and Promotion Policies. Responses are recorded on a 5-point Likert scale ranging from Strongly Disagree to Strongly Agree.

Teacher burnout: The scale was assessed using the Teacher Burnout Scale (TBS) developed by Seidman and Zager (1986–87). This instrument comprises 21 items covering four dimensions: career satisfaction, perceived administrative support, coping with job-related stress, and attitudes toward students. Responses were recorded on a six-point Likert scale ranging from Strongly Agree to Strongly Disagree.

Job satisfaction: Job satisfaction was measured using the Short Index of Job Satisfaction (SIJS) developed by Brayfield and Rothe (1951) and later adapted into its short form by Judge, Locke, Durham, and Kluger (1998). The SIJS is a five-item scale derived from the original Index of Job Satisfaction. Participants indicated their responses on a 5-point Likert scale ranging from Strongly Disagree to Strongly Agree.

Turnover intention: Turnover intention was assessed using the newly developed Turnover Intention Scale by Singh (2022). The scale initially comprised 26 items, with 20 items retained after expert review and pilot testing. The scale comprises of two factors: Mismanagement-Related Turnover Intention (MTI) and Work Nature and Opportunities-Related Turnover Intention (WNOTI).

6. Procedures

The participants were informed about the purpose of the research, and the questionnaires were filled through google forms. Standardized tests were administered to the participants. Each participant was thanked for the cooperation and kind help.

7. Analysis of Result

Results

Table 1: *N, Mean and Standard Deviation*

	Burnout Total results	Career satisfaction	Perceived administration support	Coping with job related stress	Attitudes towards students	Organizational politics	Job Satisfaction	Employee turnover	MTI	WNOTI
N	30	30	30	30	30	30	982	30	30	30
Mean	77.9	24.9	20.4	17.7	14.9	42.0	0.572	44.9	25.6	19.3
Standard Deviation	20.6	3.52	6.87	9.48	4.47	13.7	3.30	17.9	10.3	7.98

Table 2: *Correlation between variables*

	Burnout Total	Career satisfaction	Perceived administration support	Coping with job related stress	Attitudes towards students	Organizational politics	Job Satisfaction	Employee turnover	MTI	WNOTI
Burnout Total	—									
Career satisfaction	0.555**	—								
Perceived administration support	0.926***	0.420*	—							
Coping with job related stress	0.937***	0.354	0.850***	—						
Attitudes towards students	0.765***	0.374*	0.603***	0.615***	—					
Organizational politics	0.234	0.301	0.234	0.183	0.094	—				
Job Satisfaction	-0.606***	-0.155	-0.478**	-0.725***	-0.403*	-0.132	—			
Employee turnover	0.114	-0.201	0.139	0.249	-0.058	0.071	-0.011	—		
MTI	0.083	-0.170	0.117	0.193	-0.073	0.089	0.043	0.982***	—	
WNOTI	0.148	-0.230	0.159	0.309	-0.036	0.045	-0.079	0.970***	0.907***	—

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

8. Discussion of Results

A significant positive relationship was found between burnout and career satisfaction ($r = 0.55$, $p < 0.10$), as well as between burnout and perceived administrative support ($r = 0.92$, $p < 0.001$). Coping with job-related stress also showed a strong positive correlation with burnout ($r = 0.93$, $p < 0.001$) and with perceived administrative support ($r = 0.85$, $p < 0.001$). Similarly, attitude towards students was positively associated with burnout ($r = 0.76$, $p < 0.001$), career satisfaction ($r = 0.37$, $p < 0.05$), perceived administrative support ($r = 0.06$, $p < 0.001$), and coping with job-related stress ($r = 0.61$, $p < 0.001$). Conversely, job satisfaction demonstrated significant negative relationships with burnout ($r = -0.60$, $p < 0.001$), perceived administrative support ($r = -0.47$, $p < 0.01$), coping with job-related stress ($r = -0.72$, $p < 0.001$), and attitude towards students ($r = -0.40$, $p < 0.05$).

In terms of turnover intentions, a significant positive relationship was found between mismanagement-related turnover intention and employee turnover ($r = 0.98$, $p < 0.05$), as well as between mismanagement related turnover intention and work nature and opportunities-related turnover intention ($r = 0.97$, $p < 0.001$). Furthermore, work nature and opportunities-related turnover intention was strongly associated with mismanagement-related turnover intention ($r = 0.90$, $p < 0.001$).

The results of the present study support the hypothesis that there is a significant negative relationship between burnout and job satisfaction. Moreover, the results of this study provide supporting evidence of a negative relationship between job satisfaction and employee turnover, organizational politics. However, the study rejects the evidence of significant negative relationship between burnout and job satisfaction. A study conducted by Zhao et al., (2022), investigated the connection between teacher job stress and burnout, using a sample of 558 primary and secondary school teachers. The research utilized a teacher job stress scale, a teacher job burnout scale, a work-family conflict questionnaire, and a general self-efficacy scale. The findings indicated that job stress significantly predicted work-family conflict and job burnout. Work-family conflict acted as a mediator in the relationship between job stress and job burnout. Furthermore, self-efficacy moderated the relationship between work-family conflict and job burnout. The protective effects of self-efficacy were limited for teachers with high self-efficacy. These results contribute to the understanding of the relationship between teacher job stress and burnout, offering insights for teachers to manage work-family relationships and reduce job burnout. According to Zhang, Li and Gamble (2022), in the context of higher education, teacher burnout and frequent turnover have been identified as critical issues that undermine institutional stability and overall productivity. Although extensive research has documented the strong

association between burnout and turnover intentions, scholars emphasize the need to examine additional factors that may influence or mediate this relationship. Investigating such variables can provide deeper insights into the underlying mechanisms driving faculty attrition and contribute to a more comprehensive understanding of the burnout–turnover dynamic in higher education settings.

9. Conclusion

Ensuring teacher well-being and stability has become a critical issue in education, given the growing demands of workload, administration, and institutional expectations. This study examined the relationships among burnout, job satisfaction, organizational politics, and turnover intentions among teachers. Burnout, defined as emotional, physical, and mental exhaustion from prolonged stress, was analysed alongside job satisfaction and perceptions of workplace politics. Using standardized scales, findings showed that burnout was positively correlated with career satisfaction, administrative support, coping with stress, and attitudes toward students, reflecting its complex interaction with both supportive and stressful factors. Conversely, job satisfaction demonstrated strong negative relationships with burnout, administrative support, coping strategies, and student-related attitudes, highlighting its protective role against stress. Turnover intentions were strongly linked to perceptions of mismanagement, work nature, and career opportunities, indicating organizational mismanagement as a major driver of employee turnover.

Moreover, implementing supportive leadership, transparent administrative practices, and initiatives aimed at enhancing job satisfaction can help reduce turnover intentions and foster teacher well-being, stability, and commitment within schools. A limitation of the present study is the small sample size, as the data included a sample size of 30 teachers only, which may affect the generalizability of the results.

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