Organizational Behavior and its Impact on Teacher Burnout in Public Secondary Schools

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A R T I C L E   I N F O

A B S T R A K

Sistem pendidikan Nigeria menghadapi banyak tantangan, termasuk tingginya tingkat kelelahan guru yang berdampak buruk pada kualitas pendidikan. Memahami dinamika perilaku organisasi sangat penting dalam mengatasi masalah ini dan meningkatkan kesejahteraan guru. Dalam konteks pendidikan, hal ini melibatkan pemeriksaan interaksi, sikap, dan perilaku guru, administrator, dan pemangku kepentingan lainnya dalam sistem sekolah. Studi ini menganalisis perilaku organisasi dan dampaknya terhadap kelelahan guru di sekolah menengah negeri Nigeria. Metode yang digunakan dalam penelitian ini adalah tinjauan literatur sistematis. Peneliti mengumpulkan artikel jurnal dari Google Scholar, Research Gate, SINTA, Scopus dan Web of Science mengenai literatur dan penelitian yang ada tentang perilaku organisasi dan kelelahan guru. Informasi dari artikel terpilih disintesis secara sistematis untuk menyajikan temuan yang konsisten dan mendalam mengenai topik penelitian. Dampak buruk dari kelelahan guru tidak hanya berdampak pada guru secara individu, tetapi juga berdampak pada hasil siswa dan kualitas pendidikan secara keseluruhan. Studi ini menekankan pentingnya penerapan strategi yang mendorong kolaborasi dan dukungan kolegial di antara para pendidik, meningkatkan manajemen beban kerja, menyediakan sumber daya yang diperlukan dan menumbuhkan otonomi guru.

A B S T R A C T

The Nigerian education system faces numerous challenges, including high levels of teacher burnout which adversely affect the quality of education. Understanding the dynamics of organizational behaviour is crucial in addressing these issues and promoting teacher well-being. In the context of education, it involves examining the interactions, attitudes, and behaviours of teachers, administrators, and other stakeholders within the school system. This study analyzes the organizational behaviour and its impact on teacher burnout in Nigeria's public secondary schools. The method used in this research is a systematic literature review. The Researcher collected journal articles from Google Scholar, Research Gate, SINTA, Scopus and Web of Science on existing literature and research on organizational behavior and teacher burnout. Information from selected articles was systematically synthesized to present consistent and in-depth findings on the research topic. The detrimental effects of teacher burnout extend beyond individual teachers and impact student outcomes and the overall quality of education. This study emphasizing the significance of implementing strategies that promote collaboration and collegial support among educators, enhance workload management, provide necessary resources and foster teacher autonomy.

1. INTRODUCTION

Organizational behavior refers to the study of how individuals and groups behave within an organization and how these behaviors impact the organization's effectiveness. It encompasses various factors such as leadership, communication, motivation, decision-making and culture within the organization (Morrar et al., 2017; Retnawati, 2016; Shahin et al., 2014). In the context of Nigerian public secondary schools, organizational behavior examines the behaviors of teachers, administrators, staff members and how these behaviors influence the overall functioning of the schools. The importance of

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understanding organizational behavior in Nigerian public secondary schools cannot be overstated. Organizational behavior directly affects teacher job satisfaction and retention rates. When teachers feel supported, valued and engaged in their work, they are more likely to stay in their positions and perform at their best (Andriyanti & Supartha, 2021; Nagarajan et al., 2005). However, if organizational behavior issues such as lack of communication, ineffective leadership or high levels of stress and burnout persist, it can negatively impact teacher morale and increase turnover rates (Sahyoni & Supartha, 2020; Williams, U. J., & Dries, 2022). The organizational behavior of schools also has a significant impact on student achievement. A positive and supportive organizational climate can foster a conducive learning environment where students feel safe, motivated and engaged. Conversely, if teachers experience high levels of burnout or face challenges such as ineffective communication or inadequate resources, it can hinder their ability to provide quality education, ultimately affecting student outcomes (Avolio & Gardner, 2005; Wang et al., 2020). Organizational behavior shapes the culture and climate within schools. A positive organizational culture promotes collaboration, trust and shared values among staff members (Riddell, 2015; Sahyoni & Supartha, 2020). This will enhance teamwork, communication and overall organizational effectiveness. A negative or toxic culture can lead to conflicts, poor communication and lack of collaboration, creating a challenging work environment for teachers and staff. Effective organizational behaviour practices can contribute to efficient resource allocation within schools. When there is clear communication, collaboration and coordination among staff members, resources such as time, materials and funding can be utilized optimally (Skaalvik & Skaalvik, 2015; Tschannen-Moran & Woolfolk Hoy, 2007). This ensures that the needs of both teachers and students are met, leading to improved educational outcomes.

However, Nigerian public secondary schools face several challenges related to organizational behaviour. Many schools in Nigeria struggle with ineffective leadership which can have a detrimental impact on organizational behavior. Weak leadership can result in poor decision-making, lack of clear direction and insufficient support for teachers and staff (De Jong & Den Hartog, 2010; Jensen et al., 2019). This can contribute to low morale, conflicts and a lack of motivation in the school community. Nigerian public secondary schools often face resource constraints, including insufficient funding, inadequate infrastructure and a shortage of teaching materials and equipment. These resource limitations can hinder effective organizational behavior practices and create additional stress for teachers and staff (Samerkhanova & Imzharova, 2018; Yeni & Cagiltay., 2017). Teacher burnout refers to a state of chronic physical and emotional exhaustion that results from prolonged exposure to work-related stressors and overwhelming job demands. It is a complex phenomenon influenced by various causes and contributing factors. Understanding these factors is crucial for developing strategies to prevent and address teacher burnout (Barton et al., 2022; Brick et al., 2021b). Excessive workload and job demands are significant contributors to teacher burnout. Teachers often face high workloads, long working hours, heavy administrative tasks, leaving them with limited time for lesson planning, student engagement and self-care (Maslach et al., 2001; Maxwell & Riley, 2017). These demands can lead to feelings of being overwhelmed, physically exhausted and emotionally drained. A lack of support and resources can contribute to teacher burnout. Teachers who do not receive adequate support from school administrators, colleagues and parents may feel isolated and overwhelmed (Seibert et al., 2017; Sokal et al., 2020). Insufficient resources such as limited access to professional development opportunities, teaching materials and classroom support, can also exacerbate feelings of burnout. Dealing with student behavioral challenges is a common stressor for teachers. Disruptive behaviors, disciplinary issues and classroom management difficulties can place a significant strain on teachers' emotional and mental well-being (Iseselo et al., 2016; Mahvar et al., 2018; Riden et al., 2018). The constant need to address behaviour problems can lead to increased stress levels and contribute to burnout.

Burnout negatively impacts organizational behavior by reducing teacher engagement, job satisfaction and overall performance. The bureaucratic nature of the education system in Nigeria can create challenges for effective organizational behavior. Complex and rigid policies, excessive paperwork and bureaucratic procedures can limit teachers' autonomy and hinder their ability to implement innovative teaching practices (Brick et al., 2021b; Skaalvik & Skaalvik, 2010; Westphal et al., 2022). It is important to address these challenges and improve organizational behavior in Nigerian public secondary schools to create a conducive learning environment for both teachers and students. By promoting effective leadership, providing adequate resources, addressing teacher burnout and streamlining bureaucratic processes, schools can enhance their organizational behaviour and ultimately improve educational outcomes (Bandur et al., 2022; Carpenter, 2015). In recent years, the field of education has increasingly recognized the importance of organizational behaviour in shaping the experiences and well-being of teachers in public secondary schools. Previous study organizational behaviour refers to the study of how individuals, groups, and structures within an organization interact and influence behaviour, attitudes and

performance (Basu et al., 2017). It encompasses various factors such as leadership styles, organizational culture, communication patterns, and support systems that shape the work environment and ultimately impact teachers' professional lives. Nigeria, like many other countries, faces significant challenges in its public secondary school system including issues related to teacher burnout. Teacher burnout is a state of chronic physical and emotional exhaustion resulting from prolonged exposure to work-related stressors (Skaalvik & Skaalvik, 2010). It can have detrimental effects on teachers' mental health, job satisfaction and overall effectiveness in the classroom.

In the context of Nigeria, where public secondary schools often grapple with limited resources, large class sizes, high workload demands and inadequate support systems, understanding the relationship between organizational behavior and teacher burnout becomes crucial. By examining how organizational behavior influences teacher burnout, policymakers and educators can identify effective strategies to improve the working conditions and well-being of teachers, ultimately enhancing the quality of education. Limited research has explored the specific dynamics of organizational behaviour and its impact on teacher burnout in public secondary schools in Nigeria. This study aims to analysis organizational behaviour in Nigerian public secondary schools and its implications for teacher burnout. The subsequent sections of this study will delve into the conceptualization of organizational behaviour in education, the definition and causes of teacher burnout, the link between organizational behaviour and teacher burnout and strategies for addressing burnout in public secondary schools. Through a critical examination of these aspects, this paper aims to contribute to the ongoing discourse on improving teacher well-being and fostering a supportive and conducive working environment in Nigerian public secondary schools.

2. METHOD

The method used in this research is a Systematic Literature Review of the problem and area studied. Systematic literature review research is a systematic method for collecting, evaluating, and synthesizing relevant literature on a particular topic in a research field (Ade-Ojo et al., 2022). This method involves stringent steps to ensure that all relevant information is discovered and carefully analyzed. The first step is to formulate a clear and specific research question. Then, researchers conducted an extensive literature search in relevant databases, such as scientific journals, conferences, and books. The theory draws on existing literature and research on organizational behavior and teacher burnout. The Researcher collected journal articles from Google Scholar, Research Gate, SINTA, Scopus and Web of Science. After that, the articles that have been found are filtered based on previously determined inclusion and exclusion criteria. Once appropriate articles were identified, the researchers evaluated the methodological quality and results of the studies. Finally, information from the selected articles was systematically synthesized to present consistent and in-depth findings on the research topic. Systematic literature review research has the power to provide a comprehensive picture of the development of knowledge in a field and can be used to support evidence-based decision making.

3. RESULT AND DISCUSSION

Result
Factors Interplay Between Organizational Factors and Teacher Burnout

Organizational factors play a significant role in contributing to teacher burnout. These factors can include aspects of the school environment, leadership practices, workload and support systems. Understanding these organizational factors is crucial for developing strategies to prevent and address teacher burnout. These studies highlight the importance of organizational factors in influencing teacher burnout. High workloads and excessive job demands can lead to increased stress and burnout among teachers. Previous study examined the relationship between workload and burnout among Nigerian teachers (Adebayo et al., 2013). The findings indicated that a high workload significantly contributed to emotional exhaustion and depersonalization, two components of burnout. The leadership style of school administrators can have a significant impact on teacher burnout. Other study explored the relationship between leadership styles and burnout among secondary school teachers in Nigeria (Danapour, 2016). The results revealed that autocratic leadership styles were associated with higher levels of burnout, while transformational leadership styles were linked to lower burnout levels. The organizational culture within a school can influence teacher burnout. Previous study conducted a study that examined the relationship between organizational culture and burnout among teachers in Nigerian public secondary schools (Khan, 2016). The findings indicated that a positive and supportive organizational culture was associated with lower levels of burnout. Inadequate support and resources can contribute to teacher burnout. Other study investigated the relationship between perceived organizational support, job resources and burnout

among teachers in Nigeria (Kareem et al., 2023). The study found that higher levels of perceived support and availability of job resources were associated with lower burnout levels.

Organizational Factors That Can Affect Teacher Burnout

The leadership style and practices within an organization can significantly impact teacher burnout. Organizational culture and climate play a crucial role in shaping teachers' experiences and well-being. A positive and supportive organizational culture can help reduce burnout among teachers. Studies have shown that a culture that values collaboration, open communication and mutual respect can contribute to lower levels of burnout (Karakoç et al., 2021; Skaalvik & Skaalvik, 2010). High workload and time pressure are common challenges faced by teachers and can contribute to burnout. The availability of support systems and professional development opportunities can have a significant impact on teacher burnout. Supportive relationships with colleagues and administrators, as well as access to mentoring and coaching programs, can help alleviate burnout (Billingsley et al., 2018; Suebsing & Nuangchalerm, 2021). Professional development opportunities that enhance teachers' skills and competencies can also contribute to lower burnout levels.

Organizational Factors That Contributing To Teacher Burnout

Organizational factors play a significant role in contributing to teacher burnout. These factors can include aspects of the school environment, leadership practices, workload and support systems. A supportive organizational culture is crucial in preventing teacher burnout. When teachers feel valued, respected, and supported by their colleagues and administrators, it can contribute to their overall well-being and job satisfaction. Previous study examined the relationship between workload and burnout among Nigerian teachers (Adebayo et al., 2013). The findings indicated that a high workload significantly contributed to emotional exhaustion and depersonalization, two components of burnout. The leadership style of school administrators can have a significant impact on teacher burnout while transformational leadership styles were linked to lower burnout levels. The organizational culture within a school can influence teacher burnout. Other study conducted a study that examined the relationship between organizational culture and burnout among teachers in Nigerian public secondary schools (Barton et al., 2022). The findings indicated that a positive and supportive organizational culture was associated with lower levels of burnout. The level of autonomy and control teachers have over their work and decision-making processes also impacts burnout. When teachers have a sense of autonomy, they feel empowered and more motivated, leading to lower burnout levels.

Effects of Teacher Burnout on School Performance

Teacher burnout can have significant effects on student performance achievement and learning outcomes. When teachers are burned out, they may lack the energy, motivation and resources needed to effectively engage students and create a positive learning environment. This can result in several negative consequences for students. Burned-out teachers may struggle to maintain student engagement in the classroom. Teacher burnout can lead to a negative classroom climate characterized by increased discipline problems, decreased cooperation, and reduced positive teacher-student interactions. Burned-out teachers may have difficulty providing individualized attention to students, resulting in decreased support for struggling learners. Teacher burnout can strain teacher-student relationships, leading to decreased trust, communication, and rapport. These are just a few examples of the effects of teacher burnout on student performance achievement and learning outcomes. It is important to note that the impact may vary depending on the severity and duration of burnout, as well as the specific context and individual characteristics involved.

Teacher Burnout Effects On Teacher Retention and Job Satisfaction

Teacher burnout has been linked to higher turnover rates in the profession. When teachers experience burnout, they may become more likely to leave the profession or seek employment in different schools or fields. Burnout can lead to decreased job satisfaction, impacting teachers' overall well-being and commitment to their profession. Previous study found that burnout was a significant predictor of teachers' intentions to leave their current school or the teaching profession altogether (Adebayo et al., 2013). Burned-out teachers may feel overwhelmed, undervalued and lack the motivation to continue in their roles. The emotional exhaustion, depersonalization and reduced personal accomplishment associated with burnout can diminish teachers' overall satisfaction with their work. Burned-out teachers may feel less motivated and invested in their work, resulting in reduced engagement and commitment to their students and schools. Burnout can strain relationships with colleagues, leading to decreased support and collaboration. Previous study found that burnout was associated with lower levels of collegial support

and cooperation among teachers (Montgomery & Rupp, 2005). This lack of support and camaraderie can further contribute to decreased job satisfaction and increased turnover. Teacher burnout can also have detrimental effects on teachers' well-being. Emotional exhaustion, a key component of burnout, can lead to increased stress, fatigue and physical health problems. These factors can further diminish job satisfaction and contribute to teachers' decisions to leave the profession. It is important to recognize that burnout is a complex issue influenced by various individual, organizational, and contextual factors. Addressing burnout requires comprehensive strategies that prioritize teacher well-being and create supportive work environments.

Teacher Burnout Effects On School Climate and Teacher-Student Relationships

Teacher burnout can contribute to a negative school climate characterized by low morale, high-stress levels and a lack of collaboration and support. This can impact students' experiences and well-being within the school environment. Teacher burnout can also strain teacher-student relationships which are crucial for effective teaching and learning. Previous study highlighted the negative impact of burnout on teacher-student relationships (Hakanen et al., 2006). The findings showed that burnout was associated with increased emotional distancing and decreased empathy towards students. This can result in reduced teacher support, less effective communication, and decreased student engagement and motivation. Furthermore, teacher burnout can compromise the ability of teachers to provide individualized attention and support to students. When teachers are overwhelmed and emotionally exhausted, they may have limited capacity to address the unique needs of each student, leading to a breakdown in teacher-student relationships.

Discussion

Preventing teacher burnout in Nigeria's public secondary schools requires the implementation of effective strategies that prioritize teacher well-being. Workload and time pressure are two significant organizational factors that can contribute to teachers' burnout. To mitigate the negative impact of workload and time pressure on teacher burnout, it is crucial for educational organizations to take proactive measures. Ensuring that schools have a sufficient number of teachers to distribute the workload more evenly and prevent excessive workloads for individual teachers. Then providing teachers with training and support in effective time management techniques, such as prioritizing tasks and setting realistic goals, to help them better manage their workload and reduce time pressure (Chughati & Perveen, 2013; Johari et al., 2018). Moreover cultivating a supportive and understanding leadership culture that recognizes the challenges teachers face and provides resources and support to help manage workload and time pressures effectively. They can demonstrate empathy, actively listen to teachers' concerns, and provide constructive feedback. Encouraging open communication and creating opportunities for collaboration and shared decision-making can enhance teacher morale and job satisfaction (Chughati & Perveen, 2013; Eğriboyun, 2022).

Encouraging collaboration and teamwork among teachers to share responsibilities and support one another in managing workload demands. Peer support not only provides emotional and practical support but also promotes a sense of belonging and reduces feelings of isolation (Lindner & Schwab, 2020; Noguera et al., 2018). Then by providing teachers with opportunities for professional development and training can enhance their skills, knowledge, and confidence, ultimately reducing feelings of burnout. Previous study these programs can focus on areas such as classroom management, stress management, self-care, and work-life balance (Subramanian, 2016). By equipping teachers with the necessary tools and strategies, they can better navigate the challenges of their profession. Moreover ensuring access to mental health resources and support is crucial for preventing burnout. Schools can establish counselling services or partnerships with mental health professionals who can provide individual or group therapy sessions for teachers. Additionally, promoting mental health awareness and destigmatizing seeking help can create a supportive environment for teachers to address their well-being needs (Brick et al., 2021a; Van Lith et al., 2021). And addressing excessive workloads is essential for preventing burnout. School administrators should strive to create realistic expectations and allocate resources effectively. This can involve implementing strategies such as workload redistribution, prioritizing tasks, and providing adequate planning time for teachers. Collaborative decision-making processes that involve teachers in workload management can also contribute to a sense of empowerment and job satisfaction. The implications of this research provide deeper insight into organizational factors that may contribute to teacher burnout. This can help school administrators and education policymakers to identify areas where improvements are needed to reduce burnout rates among teachers. In addition, the findings from this research can be used to develop more effective organizational management strategies in public schools. This includes changes in policy, school culture, or management practices that can reduce stress and improve teacher well-being.

However this research may have limited generalizability due to its focus on certain public schools or certain geographic areas. The results may not be directly applicable to different school contexts.

4. CONCLUSION

In conclusion, conceptualizing organizational behaviour and understanding its impact on teacher burnout in Nigeria's public secondary schools is crucial for addressing the challenges faced by educators and improving the overall well-being of teachers. The Nigerian public secondary school system faces various organizational and contextual factors that contribute to teacher burnout and limited autonomy. To mitigate teacher burnout in Nigeria's public secondary schools, it is necessary to implement strategies that focus on workload management, resource provision, teacher autonomy and support systems. Additionally, fostering collaboration and collegial support among educators can create a sense of community, reduce feelings of isolation and enhance job satisfaction.

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