



RESEARCH PAPER

Effect of School Culture on Teachers' Burnout and Job Performance at Elementary Level

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ABSTRACT

This study aimed to explore the effect of school culture on teacher's burnout and their job performance at the elementary school level in Lahore district using a causal-comparative design. The environment of an organization has a significant role in shaping the psychological well-being and performance of teachers. School culture is a major factor in improving teacher's attitude, reducing the burnout rate, and enhancing their professional outcomes. However, limited research exists within the context of Pakistan, particularly at elementary level. The current quantitative study employed a causal-comparative design. Data were collected from 156 teachers serving at elementary school level using closed-ended questionnaires. The tool measured school culture, teacher's burnout, and their job performance. In the study, convenience sampling strategy was used, and data were analyzed using SPSS, applying regression analysis and correlation coefficient to test hypothesis. Results showed that school culture significantly reduced teacher burnout and positively affected management skills and interpersonal relations of teachers. While no significant impact was found on their teaching skills or the overall job performance. The Pearson correlation showed a negative association with discipline and regularity. In order to reduce burnout and strengthen performance, school leaders should foster inclusive, collaborative cultures. Further research should explore qualitative dimensions.

KEYWORDS School Culture, Teachers' Burnout, Job Performance, Elementary Level, Effect

Introduction

The factor of culture throws significant impact in shaping a school's life. It provides foundation for the shared vision, belief and values among staff, students and other stakeholders (Plaku & Leka, 2025). This culture becomes apparent via some external indicators including schools' climate, environment, employees' and students' behaviors, explicit rules, and school uniforms. These components collectively give rise to the success of the institution as the educational success is mainly based on the perception and attitude of its individual members with each other and towards the organization (Pub, Bautista, & Soriano, 2025; Choudhry, et. al., 2016). These attitudes, as a whole, form a culture within the organization which may lead either towards a positive work climate or may create a stress among the employees. Basaran (1982) proposed that organizational culture is basically the norms and beliefs created by current employees within an organization and transferred to the next generations in a pattern of values. Schein defined culture as a collection of different values and behaviors that can be taken as a path to success. While, Colquitt described the organizational culture as the development of social knowledge

within organizations that concerns the rules, norms, attitudes, values, and habits of employees. The culture within a school includes values, beliefs, norms, traditions, and rituals that make the school unique among other schools (Susan, Suparno, & Marsofiyati, 2020). Same is with the educational institutions especially at elementary level where teachers often go through hectic tasks. A negative school culture may lead towards a high risk of teachers' burnout and decline their job performance (Oh, 2023). Consequently, the goal of the school cannot be achieved with effectiveness and efficiency.

In the context of elementary education, the practices within a school have a big impact in shaping the experiences of both teachers and students (Ngare & Ochola, 2023). Among these practices, school culture emerges as a significant factor in determining teacher well-being and job performance. Elementary schools, as the beginning level of formal education, serve as the initial touch-point for children's academic and social development. As a result of which, the circumstances and atmosphere within such institutions significantly influences not only the learning experiences of students but also the professional lives of the teachers guiding them. However, with the increasing educational expectations and responsibilities, teachers are more vulnerable to burnout, a condition where teachers are unable to carry out their professional duties and responsibilities effectively because of chronic job stress. This phenomenon, existing across different professions, is particularly pronounced in the teaching sector, where the pressure of meeting educational standards, managing diverse students' needs, and maintaining conducive learning environment can be overwhelming.

According to literature, the concept of burnout was first proposed by a clinical psychologist, Herbert Freudenberger (1974). He described the term burnout as not being able to satisfy request, deterioration, state of exhaustion, and loss of strength or energy. Research findings suggest that organizations having negative culture i.e. unclear communication, lack of trust, poor coordination among employees, high drop-out rates, inconsistency among employees etc. has an increased level of burnout among their employees (Seyithan, 2016). The factor of burnout leads to the exhaustion of employees' capability to be consistent in achieving their target. The cause of burnout is not tied to a single factor rather it is rooted in a combination of multiple factors. A considerable number of factors that cause burnout are linked with the person himself and the external environment. According to some other research burnout is also caused depending on gender, age, level of education, performance, dedication, motivation, personal satisfaction, and lack of support from colleagues and superiors. Some of the factors from the part of the organization that leads to burnout include organizational structure, nature of the assigned task, working hours, job stress, infrastructure of the workplace, overtime schedules, conflict at workplace, low wages, lack of career opportunities, emotional harassment, and the type of leadership style. In the context of elementary education, all of these mentioned factors push a teacher towards burnout.

Another factor that is directly affected by the culture of school is the performance of teachers. The success of any organization has its base on the good performance of its employees. There is significant number of empirical and theoretical proofs in support of the argument that culture has a great importance in the incline or decline of organizations regardless of their public or private status. According to (Grayson & Alvarez, 2008) occupational stress is a common global problem of contemporary work life. Most of the employees may go through this stress at different levels in their work environment. Regarding it, Darmawan (D, 2013) proposed in a theory that the culture of an organization is strongly connected to its success as it motivates employees to achieve the objectives of the organization. Further, according to (Kandula, 2006) a strong culture is the key to good performance. Thus any educational institution continues to navigate the complexities of

modern education, the importance of fostering a positive school culture cannot be overstated.

Elementary education is significantly important in shaping the academic base of students. For a positive outcome in this process, teachers function as a pillar (Hnamte & Lalrinzuali, 2015). It has been observed from the studies that in recent years, elementary school teachers have been increasingly affected by burnout. It significantly shatters teachers' job performance and their overall well-being which consequently affects students' academic growth. Multiple factors cause teachers' burnout including leadership practices of the respective heads, collegial relationships, ineffective communication, and lack of institutional support. Among such factors, school culture is a leading one in the line. School culture is a major component in deciding whether teachers' efforts are being encouraged to do more or they are losing their motivation to put more efforts. A negative school culture intensifies mental stress, lowers morale of teachers, and reduces their performance in the class. Contrarily, a supportive school culture empowers and encourages teachers to put more efforts achieving the set goals. However, there is limited empirical evidence, particularly in the context of elementary education, examining the direct impact of school culture on both burnout and job performance. Focusing this gap, current study aims to explore the effect of school culture on teachers' burnout and their job performance at elementary level.

Literature Review

In the rapidly evolving landscape of education, the role of teachers has become increasingly complex and demanding. Teachers are expected to fulfill multiple tasks including the delivery of curriculum, incorporating technology in the teaching practices, addressing students' individual needs, catering administrative tasks, and contributing to school overall development plans (Chand & Kumar, 2025). Amidst these growing responsibilities, the organizational culture of schools has emerged as a critical determinant of teacher well-being and performance. The growing demands placed on teachers, coupled with the evolving expectations from educational institutions, have placed immense pressure on educators to perform at high levels while maintain emotional and professional resilience. The previous studies have consistently highlighted that school culture is not only limited to backdrop for educational activity, but also a strong determinant to know teachers' experience of their work (Mahinay, 2025). A positive and collaborative school culture gives rise to enhanced motivation, release stress, and quality professional output. While, a negative and toxic or authoritative school cultures contribute to feelings of helplessness and cognitive exhaustion, consequently giving rise to increased burnout and decreased job performance.

The factor of burnout among teachers is significantly being considered as a systematic issue rather than an individual failing (Saelee & Katenga, 2025). It can be prominently observed in the form of physical fatigue, lower energy in teaching, increasing absenteeism, lack of collaboration, and lowered professional efficacy. Further, it is influenced by institutional factors including leadership practices, collegial support, reward and recognition, increased task, and opportunities to grow professionally. A teacher exposed to burnout has very little interaction with students and they neither play any significant role in upholding school environment.

Moreover, the factors of job performance possessing instructional quality, classroom management, and student engagement cannot be isolated from the conditions in which teachers work. Studies show that a positive, collaborative, and supportive school

culture not merely lowers teachers' burnout but also promotes their job performance by enhancing professional collaboration, timely feedbacks, and shared and fair accountability.

Deal and Peterson (2009) suggests that school culture refers to the common values, and practices that represents an educational institutions' image and shapes the attitude and behavior of school employees. It further possesses perspectives like leadership style of the head or principal, inter-relationship of staff, professional collaboration, and the extent to which personnel trust and support each other (Fullan, 2007). According to Schein (2010), the factor of school culture functions of diverse and multiple levels including artifacts, espoused values, and underlying assumptions that shape both formal and informal interactions. A positive school culture empowers teachers to work effectively and efficiently creating an environment conducive to learning. It further encourages them intrinsically to put more efforts towards achieving schools' common goals. Such a collaborative environment promotes a sense of belongingness and ownership among teachers consequently enhancing professional growth, innovation, and shared responsibility. A study conducted by Gruenert and Whitaker (2015) highlights six key dimensions of school culture. These include collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnerships. Educational institutions having a strong cultural foundation show higher level of teacher engagement and student achievement. On the other hand, an educational institution with a negative and toxic culture with poor communication and authoritative leadership leads to teachers' dissatisfaction, their emotional exhaustion, and eventual burnout (Muzaffar, 2016; Bashir et al, 2024; Muzaffar, et. al., 2020).

Teacher burnout is a severe condition characterized by emotional, mental, and physical exhaustion due to overburdened task and continuous stress that often prevails in teaching job. This burnout among teachers often provokes the thought of impaired empathy and quitting the job. It further leads teachers towards social boycott, loneliness, conflicts, and self-medication causing even health risk. Moreover, among many other professions, teaching is particularly considered vulnerable to burnout because of its high demands, emotional labor, and low societal recognition (Nnebedum, 2025). The study conducted by Maslach and Leiter (1997) discussed six key mismatches in their burnout theory that give rise to burnout. These include work stress, control, reward, community, fairness, and values. In the context of education, burnout is mainly exacerbated by continuous workload, lack of engagement in decision-making process, no recognition, lack of collaboration and trust among colleagues and administrative personnel. Previous researchers have consistently highlighted that burnout throws an extremely negative impact on teachers' psychological well-being, professional growth, and commitment to the profession. The consequences of burnout are vivid through increased absenteeism, dissatisfaction from job, low retention rate, lack of motivation, and an enhanced turnover rate.

Similarly, another major factor to explore in the current study is the job performance of teachers. In the educational context, job performance means the effectiveness with which teachers accomplish their professional duties, including instructional delivery, classroom management, engagement of students, and collaboration and cooperation with stakeholders (Nkwatsibwe & Balimuttajjo, 2024). Teacher performance is not only important to enhance students' outcomes but it is also a key indicator of school quality. Chibuogwu et al., (2025) define job performance as the outcome of the daily task accomplished by academic staff in schools. Tschannen-Moran and Moy (2001) highlights in their study that the factors of self-efficacy, job satisfaction, and support by organizations influences job performance of teachers the most. Furthermore, the performance of teachers is also influenced by the school environment, recognition and sense of ownership by the

institution. Job performance gets effected when teachers are overburdened with extra tasks, unsupported, gets no recognition or reward, no timely feedback or appraisal, poor communication by superiors, or if undervalued. These factors surely lead to a toxic school culture where burnout is prevalent.

Many researchers have studied the relationship between school culture and teacher burnout and have highlighted that culture factor either reduces or increases stress among teachers. A study conducted by (Ozturk, M. et al, 2021, Bashir et al, 2024) suggests that a positive and optimistic leadership style was negatively correlated with mental exhaustion and depersonalization of teachers. In the same way, a research carried on by Collie et al., (2012) discussed that teachers perceiving their school environment as positive, inclusive, and professionally supportive are less likely to expose to burnout. Leithwood and Jantzi (2006) stressed on transformational leadership in their study suggesting that it is an integral component of positively growing school culture. It reduces burnout rate by fostering trust, motivation, and psychological safety in teachers. They feel valued under the transformational leadership practice of their heads. It further ensures a greater job satisfaction and emotional well-being in them. Contrarily, Aloe et al., (2014) said in their study that teachers working under a bureaucratic or authoritarian leadership in a school face more stress and burnout. It happens so because they have lack of autonomy and professional agency to express themselves.

Teachers' job performance is primarily affected by burnout. A teacher with emotional exhaustion fails to fulfill instructional practices effectively. They struggle with classroom management but cannot engage students satisfactorily resulting in reduced enthusiasm for instructional innovation (Maslach & Leiter, 2016). A research carried on by Jepson and Forrest (2006) highlighted that burnout is inversely related to instructional quality. A teacher facing higher burnout delivers content to students with poor communication thus declining the quality of instruction. Such teachers are less likely to adapt lessons to students' needs, show any collaboration with colleagues and peers, or retain student-teacher relationships. Moreover, a study conducted by Chang (2009) argued that the factor of burnout contributes to a declined organizational citizenship behaviors among the working teachers. The organization losses its credibility and trustworthiness in the eyes of its own employees. This action results in the lowered motivation of teachers to give their best resulting in falling of the institutions' reputation and education quality. In recovering the reputation, basic requirements of the job, like mentoring new staff or participating in school improvement, gets neglected.

School culture is a primary factor that either mitigates or exacerbates job performance of teachers in school. In a study (Abdulahi, 2020) argues that a positive school culture fosters motivation, empowers teachers, encourages collaboration and cooperation and most importantly facilitates teachers with the required professional resources to perform well in classroom. When teachers feel valued and empowered by a conducive to learning environment, they contribute to a greater extent in meeting school demand. A positive school culture instills an intrinsic motivation in teachers nurturing them for better performance. A study by Kraft and Papay (2024) suggests that a strong professional environment in a school improves working quality of teachers at a fast pace. A positive result by this action may be gained by supportive leadership of respective heads, collegial relationships, and constructive and timely feedback of teachers' performances. Ground level implementation of all these elements represents a strong school culture. In addition, Johnson et al., (2012) discussed in their study that teachers' self-efficacy and performance is boosted by a collaborative culture. It can be achieved by promoting shared goals, reflective practices, and a sense of community. Contrary to it, a negative and fragmented

culture causes in the withdrawal and substandard performance of teachers. It leads to lower retention rate of teachers wasting the hiring and training resources.

While extensive studies exist on school culture, teacher burnout, and job performance individually, there is a considerable gap in researches that determine the triangular relationship among these variables particularly at the elementary level and within Pakistan. Most of the previous researches have been carried on in Western settings, leaving behind a clear gap in understanding how these dynamics function in regions like Pakistan. Moreover, limited empirical data is available linking specific cultural dimensions such as leadership style, environment, cooperation, and communication with quantifiable indicators of burnout and performance. Therefore, the current study aims to address these gaps by exploring the direct and indirect effects of school culture on teacher burnout and their job performance in elementary schools.

The current study aims at exploring the effect of school culture on teachers' burnout and job performance. Based on it the study draws upon Organizational Culture Theory and the Job Demand-Resources (JD-R) Model to examine how school culture influences teacher burnout and job performance.

Edgar Schein proposed this theory in 1985. This theory acts as a foundation to understand the structure and impact of school culture. Schein suggests that organizational culture consists of three levels including;

- Artifacts (visible structures and processes)
- Espoused values (stated strategies, goals, and philosophies)
- Basic underlying assumptions (unconscious beliefs and values)

The educational context culture is shaped by leadership styles, communication norms, reward and recognition, peer collaboration, and most significantly a shared vision. A positive school culture is compulsory in order to enhance psychological safety, trust, and professional satisfaction. The current theory explains how deeply embedded cultural elements influence teachers' attitudes and behaviors including their motivation, engagement and emotional well-being.

This theory proposes that every occupation has unique job demands and job resources. The job demands may include physical, psychological, social, or organizational aspects of the job that need struggle while the job resources may consist of aspects that help to achieve work goals, reduce job demands, and stimulate personal growth. In teaching context, high job demands may lead to burnout of teachers. For instance, teaching workload, emotional stress, and large class sizes may cause in mental and physical fatigue of teachers. It gets severe if there is lack of supportive leadership, professional development opportunities, and collegial support. According to this model, school culture is a key factor that serves as job resource which counters the negative effects of the job demands and boosts job performance. Thus, integrating organizational culture theory and the JD-R Model offers a vivid lens to find out the effect of school culture on teachers' burnout and their performance outcomes.

Material and Methods

The research philosophy of any study underscores the assumptions and beliefs that guide the study's methodological choices. The current study follows positivist approach which is based on the view that reality is objective and can be observed and measured through empirical evidence. This philosophical paradigm aligns with the objectives of the

study measuring observable and quantifiable relationships among the variables of school culture, teacher burnout, and their job performance. The study is quantitative in nature and adopted a causal comparative research design. The design was opted in order to investigate the relationship between the independent variable i.e. school culture with the dependent variables i.e. teachers' burnout and their job performance.

The target population of the study consisted of elementary school teachers of both public and private sector school located in district Lahore. The population included both male and female teachers.

In the current study, 156 elementary school teachers, both male and female were taken as the sample of the study. It included teachers from both public and private sector. The researcher followed a non-probability convenience sampling method where participants were selected based on their accessibility, availability, and willingness to participate in the study during the period of data collection.

For data collection a structured, closed-ended questionnaire was used. The instrument is comprised of three standardized scales namely; school culture, teachers' burnout, and job performance. The instrument for school culture was adapted from the work of (Miller, 2018) having reliability ($\alpha = .988$), teachers' burnout from (Camilli, 2004) with reliability ($\alpha = .771$) while job performance questionnaire was adapted from (Soyombo, 2023) having reliability ($\alpha = .952$). The scale of job performance contains further dimensions for taking in-depth insights from the participants.

The questionnaires were distributed to respondents with their concern to fill the data. It was distributed both physically and online (via Google Form). A consent paragraph explaining the purpose, confidentiality, and voluntary nature of the participation was written with the questionnaire at the beginning.

Results and Discussion

Table 1
Effect of School Culture on Teachers' Burnout

Model	Unstandardized Coefficients		Standardized Coefficients	R Square	Adjusted R Square	t	Sig.
	B	Std. Error	Beta				
(Constant)	70.864	1.468		.027	.020	48.27	.000
School Culture	-.048	.024	-.163			-2.05	.042

a. Dependent Variable: Teachers' Burnout

The regression analysis in table 1 indicates a statistically significant negative effect of school culture on teachers' burnout ($\beta = -.163$, $p = .042$). This outcome suggests that a stronger and more positive school culture reduces teachers' burnout at elementary level. The R Square value is .027 which indicates that school culture explains approximately 2.7% of the variance in teacher burnout. This finding supports the theoretical assumption that a positive school culture contributes in reducing teacher stress and emotional exhaustion.

Table 2
Effect of School Culture on Teachers' Job Performance (Teaching Skills)

Model	Unstandardized Coefficients		Standardized Coefficients	R Square	Adjusted R Square	t	Sig.
	B	Std. Error	Beta				
(Constant)	11.751	1.235		.013	.007	9.51	.000

School Culture	-.028	.020	-.114	-1.42	.158
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a. Dependent Variable: Teaching Skills

Results of this regression analysis indicate that the effect of school culture on teaching skills is insignificant with the values of ($\beta = -.114, p = .158$). The R Square value of 0.013 shows very low explanatory power (1.3%). This finding suggests that the sub-factor, teaching skills of job performance are not significantly influenced by school culture.

Table 3
Effect of School Culture on Teachers' Job Performance (Management Skills)

Model	Unstandardized Coefficients		Standardized Coefficients	R Square	Adjusted R Square	t	Sig.
	B	Std. Error	Beta				
(Constant)	5.124	.921		.060	.054	5.56	.000
School Culture	.046	.015	.244			3.12	.002

a. Dependent Variable: Management Skills

A significant positive relationship is found between school culture and management skills with the values of ($\beta = .244, p = .002$). With an R Square value of .060, school culture accounts for 6% of the variance. It suggests that a supportive and structured environment enhances teachers' ability to organize, control and manage classroom activities effectively.

Table 4
Effect of School Culture on Teachers' Job Performance (Discipline and Regularity)

Model	Unstandardized Coefficients		Standardized Coefficients	R Square	Adjusted R Square	T	Sig.
	B	Std. Error	Beta				
(Constant)	12.409	1.143		.034	.027	10.85	.000
School Culture	-.042	.018	-.183			-2.31	.022

a. Dependent Variable: Discipline and Regularity

Regression analysis was applied to find out the effect of school culture on the sub-factor, discipline and regularity of teachers' job performance. The results of the analysis show a significant negative effect of school culture on the target sub-factor as the values are ($\beta = -.183, p = .022$). The R Square value of .034 shows that 3.4% of the variance in this component is explained by school culture.

Table 5
Effect of School Culture on Teachers' Job Performance (Interpersonal Relation)

Model	Unstandardized Coefficients		Standardized Coefficients	R Square	Adjusted R Square	t	Sig.
	B	Std. Error	Beta				
(Constant)	6.922	.869		.104	.098	7.96	.000
School Culture	.059	.014	.323			4.22	.000

a. Dependent Variable: Interpersonal Relation

The regression analysis in this case shows a strong and significant effect of school culture on the sub-factor, interpersonal relation of job performance with values ($\beta = .323, p = .000$). The R Square value, .104 indicates that the independent variable, school culture explains 10.4% of the variance which makes this the most strongly influenced domain. This finding confirms that a positive and collaborative school culture significantly enhances teachers' ability to relate effectively with colleagues, students, and administrators as well.

Table 6
Effect of School Culture on overall Teachers' Job Performance

Model	Unstandardized Coefficients		Standardized Coefficients	R Square	Adjusted R Square	t	Sig.
	B	Std. Error	Beta				
(Constant)	36.205	3.545		-.002	-.004	10.21	.000
School Culture	.035	.057	.049			.609	.543

a. Dependent Variable: Teachers' Job Performance

Table 6 shows the results of regression analysis for effect of school culture on overall teachers' job performance including its sub-factors. The results do not indicate any significant effect of school culture on the dependent variables as the values come out as ($\beta = .049$, $p = .543$). Although the coefficient is positive ($B = .035$), the lack of statistical significance and the negative adjusted R Square ($-.004$) show that school culture does not predict overall job performance in this model.

This research aimed at investigating the influence of school culture on teachers' burnout and their job performance. The findings of the study are interpreted in the light of the Organizational Culture Theory and the Job Demands-Resource (JD-R) Model, both of which discusses the importance of organizational culture to shape employees' well-being and their effectiveness in job. As a key finding, the study confirms that school culture plays a significant role in shaping teachers' professional experiences, with notable implications for educational leadership and organizational development. A major outcome of the finding is the significant negative relationship between school culture and teacher burnout. This result advocates the perception that a positive and supportive school culture gives employees emotional and psychological relaxation by reducing their stress. This finding is tailored with the Job Demands-Resource Model, which says that organizational support acts as a primary factor in mitigating employees' burnout. The study found that the effect of school culture varies depending on the dimension of the teachers' job performance. Such as the dimension of teaching skills is not affected by the school culture however, management skill is significantly affected by this independent variable. It suggests that a structured and collaborative environment polishes teachers' ability to manage classroom routines and student behavior effectively. An unexpected finding was also revealed from the analysis which was the negative association of school culture with another dimension of teachers' job performance i.e. the discipline and regularity factor. It may be concluded from this finding that a rigid and dominantly bureaucratic culture may limit the autonomy of employees and lower their morale. Contrarily, the last dimension of job performance i.e. the interpersonal relations showed a strong positive relationship with the school culture confirming that a collegial environment promotes collaboration and respectful communication. A regression analysis test was also applied to check the effect of school culture on the overall job performance including all the mentioned dimensions in the instrument. The result did not find any significant effect of the independent variable i.e. school culture on the dependent variable i.e. job performance of teachers. This may be due to the fact that the dependent variable, job performance is a multifaceted construct influenced by multiple personal and contextual factors. While certain performance areas are affected by school culture, others may rely on different determinants.

Overall, the research concludes that the effect of school culture is significant on teachers' burnout and some dimensions of teachers' job performance specifically, management skills and interpersonal relations. However, it is also revealed that not all the sub-factors of job performance are equally affected, and that culture influence is dynamic rather than uniform. These findings have strong implications for school leadership and

policy-making, emphasizing the need for intentional cultural development focused on support, trust, and collaboration.

Conclusion

This study aimed at exploring the effect of school culture on teachers' burnout and job performance at the elementary level. Following a quantitative approach, the study analyzed data collected from teachers at elementary school level by using standardized instruments measuring perceptions of independent and dependent variables i.e. school culture, burnout and various dimensions of job performance. The study was guided by the theory of Organizational Culture and Job Demands-Resource Model. Both highlight the significance of organizational culture in influencing employees' behavior and their well-being.

The findings of the study varied based on the dependent variables. It revealed that the school culture has a significant negative relationship with teachers' burnout which suggests that a positive and collaborative school culture helps in reducing emotional exhaustion of employees and enhances their psychological resilience. Moreover, this independent variable also had a positive impact on management skills and interpersonal relations, which are two important sub-factors of teachers' job performance. These results support the assumption that schools having a culture of professional trust, distributive leadership, and open communication, tend to have teachers with high performance in managing classrooms and engaging with colleagues and students. However, the study did not find any statistically significant effect of school culture on the overall job performance of teachers in the sample of the study. This finding suggests that while culture contributes to some aspects of performance other areas such as instructional delivery may be more closely associated with personal experience, pedagogical raining, and content knowledge. In the study, an unexpected finding was also found that was the negative correlation between the school culture and the discipline and regularity of teachers. This outcome may have been resulted due to contextual factors like rigid administrative controls or cultural interpretations of discipline within the studied environment.

Overall, the study concludes that school culture plays a domain-specific yet critical role in influencing teacher burnout and certain performance dimensions. A supportive culture may not improve all aspects of performance equally, but is clearly contributes to reduced stress and better social and managerial functioning among teachers.

Recommendations

Based on the findings, several practical and policy level recommendations are proposed:

- School heads/principals should adopt an inclusive and participatory leadership style that encourages teachers to put forward their opinion, support teamwork, and promotes professionalism. Cultivating a psychologically sound and trusting culture can reduce burnout to a great extent improving teachers' sense of belonging and commitment.
- Investments should be made for promoting culture-centered professional development. Such training programs for school heads and teachers should not only focus on instructional skills but also on building a strong organizational culture. Arranging workshops for better communication, conflict resolution, collegiality, and shared values can reinforce a cohesive school environment.

- The study also recommends targeting culture-performance alignment. Interventions should be strategically designed to enhance management skills and interpersonal relations among teachers as these factors serve as levers for improved overall functioning in the school system.
- The unexpected negative association between school environment and discipline and regularity should prompt school administrators to reflect on how discipline is perceived and enforced. Creating a culture that values autonomy, intrinsic motivation, and mutual respect may be more effective than rigid enforcement policies.
- Educational policymakers should consider integrating indicators of school culture into teacher evaluation systems and school improvement frameworks. Regular assessment of school climate can inform data-driven strategies to support teacher retention and reduce emotional strain.
- Future studies should adopt mixed-method approaches to capture the deeper context behind statistical results. Including interviews or focus groups with teachers could shed light on how school culture is experienced differently across sectors, genders, and levels of experience. Moreover, exploring moderating or mediating variables such as teacher motivation, job satisfaction, or organizational commitment could offer richer insights.

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