

Factor Affecting Teacher Burnout of Teachers under the Phetburi Primary Educational Service Area Office 1

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Abstract

The primary objective of this research is to investigate the relationship between organizational culture, job characteristics, and burnout among teachers affiliated with the Phetburi Primary Educational Service Area Office 1. Additionally, we aim to examine the predictive influence of organizational culture and job characteristics on burnout. To achieve these objectives, we conducted a study with a sample group comprising 241 school teachers under the Phetburi Primary Educational Service Area Office 1. Data collection instruments utilized a Likert scale with a 5-level conformity index ranging from 0.60 to 1.00 and a confidence level of 0.959. Statistical analysis methods included frequency distribution, percentages, mean, standard deviation, Pearson correlation coefficient, and multiple regression analysis. The research findings underscore the moderate level of burnout among teachers under the Phetburi Primary Educational Service Area Office 1. Organizational culture and job characteristics correlate negatively with teacher burnout in schools, with statistical significance at the .01 level. Furthermore, these factors significantly influence teacher burnout at the .01 level. Combined, they predict teacher burnout in schools at 58.2%, with organizational culture exhibiting the highest predictive power at 99.6% in regression analysis, while job characteristics have a predictive power of 83.4%.

Keywords: Organizational Culture, Job Characteristics, Teacher Burnout

Introduction

The society in the post-recovery era from the contagious disease pandemic leads the world into an era filled with uncertainty, volatility, and complexity, often called the VUCA World. This concept is highly relevant as it reflects current affairs, where fundamental principles, lifestyles, and professional practices continuously change, reflecting increased societal expectations. Professionals across various fields must adapt to the new work environment, where the processes or ways of thinking may abruptly differ from the past. This transition process can contribute to stress, depending on the nature of the organization's operations, policies, structure, and job characteristics. Work-related stress affects physical and mental well-being, leading to clinical illnesses or organizational behavioral changes (Levy & Wegman, 1995).

Behavioral changes among working-age individuals have been observed to increase significantly. In 2020, there was an increase in the number of clinics treating work-related illnesses to 116 nationwide (Social Security Office of Thailand, 2023). To address the issue of work-related diseases among the working-age population, clinical abnormalities associated with work-related illnesses have direct and indirect effects on organizations. Directly, employee illnesses within organizations reduce work efficiency. Severe infections may

result in sick leave for treatment, leading to temporary staff shortages within the organization. However, behavioral changes resulting from stress occur internally and are often difficult to detect until they reach severe levels. Work disengagement or burnout are predominant issues from stressful work environments and high-pressure situations.

Burnout is a condition characterized by emotional exhaustion accumulated over time due to stress and pressure in the workplace without proper emotional management or elimination of these emotions. This leads to feelings of energy depletion, fatigue, weakness, loss of enthusiasm, or a lack of motivation in work. Individuals with burnout have a negative attitude towards their work or tasks, resulting in dissatisfaction, loss of motivation, decreased work efficiency, and affecting relationships with colleagues and peers ([Lanchasak, 2023](#)). Data suggests that one of the professions closely associated with stress-induced burnout is the teaching profession and educational personnel responsible for managing learning and educational services.

Teachers are professionals responsible for teaching and promoting various learning methods in public and private educational institutions. Teachers operate within a professional standards framework with significant limitations and relatively heavy workloads. They have duties beyond teaching, which can create stress for teachers, leading to negative consequences. These may include incomplete teaching practices, inadequate rest, and resulting physical and emotional exhaustion, indicators of burnout ([Lanchasak, 2023](#)). Burnout can occur even in environments conducive to living, with a growing economy, favorable conditions, and environments that support a good quality of life.

As mentioned above, it is evident that burnout is a significant problem with multiple impacts on individuals, managers, and organizations. In many professions, there is now research on burnout among employees within organizations, whether they are medical personnel, flight attendants, or professions involving shift work. Due to the workload and societal expectations, the teaching profession experiences relatively high stress levels. Students, parents, and communities have high expectations of teachers, and teachers' work practices are influenced

by management policies or the nature of school management. Researchers are therefore interested in studying the factors influencing burnout among teachers under the jurisdiction of the Phetburi Primary Educational Service Area Office 1.

Burn-out

Burnout is a response to stress from work activities that accumulate over time, leading to chronic exhaustion. This condition has severe health implications, affecting work performance, cognition, emotions, and attitudes, leading to negative behaviors towards oneself, work, colleagues, and professional roles. Graham Greene was the first to use the term 'burnout' in his book 'A Burnt-Out Case', describing a character who found no meaning in his professional and personal life.

[Freudenberger \(1974\)](#) was the first serious researcher to study burnout, describing it as exhaustion and frustration resulting from work activities not meeting expectations. He studied this phenomenon among volunteer workers in a center catering to individuals with mental and social problems. This group's demanding nature and the variety and intensity of individuals encountered left them feeling depleted and burned out.

[Maslach and Leiter \(2008\)](#) defined burnout as a process resulting from prolonged stress at work, with three key aspects:

Emotional Exhaustion (EE): Feelings of tiredness and lack of energy from work-related stress make it difficult for individuals to adjust to various tasks and feel like they lack the energy to perform daily duties.

Depersonalization (DA): Colleagues' indifference, disengagement, or avoidance of work tasks leads to frustration, loss of motivation, and avoidance of interactions with colleagues or clients.

Personal Accomplishment (PA): Perceiving oneself and one's abilities negatively, expecting adverse outcomes, reduced work performance, low motivation, and decreased coping skills after repeated experiences of cognitive overload. This aligns with [Taris et al. \(2005\)](#), who described burnout as having specific Characteristics, with symptoms worsening with repeated exposure to work-related stress. When accumulation reaches

a certain level, individuals enter a state of reduced self-efficacy, feeling undervalued, unskilled, and lacking confidence, contributing to negative attitudes towards oneself and work, as [Schaufeli and Buunk \(2003\)](#) noted. Emotional exhaustion and reduced personal accomplishment are the primary causes of workplace burnout, leading to negative attitudes towards oneself and work.

Organizational Culture

Refers to individuals as members of an organization having opportunities to interact socially while working within that organization. Each individual will have a culture shaped by learning in the context of their environment. Therefore, exchanging information between individuals stemming from different cultures requires learning about the cultural differences of others together. These behaviors are not necessarily limited to individuals from different countries alone but can occur within the same country or even within the same organization where cultural differences may exist. These cultural differences encompass regional disparities, ethical values, religion, gender, eras, and social classes. Additionally, individuals can learn fundamental cultural systems by observing cultural truths, business institutions, family dynamics, social organizations, language, military, gender, and law. All these activities can reflect the culture of individuals. Therefore, it can be said that each society comprises members from diverse cultures. Hence, managers aiming for success in organizational management must learn and understand the diverse cultural backgrounds of individuals. As studied by [Hofstede \(2001\)](#), a Dutch anthropologist specialized in organizational culture, who examined cultural differences by distinguishing cultural dimensions that vividly demonstrate the cultural differences among nations into five dimensions:

Power Distance Index (PDI): This dimension refers to the extent to which less powerful members of organizations and institutions accept and expect that power is distributed unequally. In cultures with high power distance, there is a significant gap between those in power and those not, and subordinates are unlikely to challenge authority. In contrast, there is a more egalitarian power distribution in cultures with

low power distance, and subordinates are more likely to question authority.

Individualism vs. Collectivism (IDV): This dimension measures how individuals in a society are integrated into groups. In individualistic cultures, people are expected to care for themselves and their immediate families, prioritize personal goals over group goals, and value personal achievements and freedom. In collectivist cultures, people prioritize the goals of their group (family, community, organization) over their own goals, and there is a strong emphasis on loyalty and cooperation.

Masculinity vs. Femininity (MAS): This dimension reflects the distribution of gender roles, emphasizing assertiveness, achievement, competition in masculine cultures and caring for others and quality of life in feminine cultures. Masculine cultures value competitiveness, assertiveness, and material success, while feminine cultures emphasize cooperation, modesty, and quality of life.

Uncertainty Avoidance Index (UAI): This dimension measures the extent to which members of a society feel uncomfortable with uncertainty and ambiguity and attempt to avoid them. In cultures with high uncertainty avoidance, there is a preference for structured situations, strict rules, and conformity. In contrast, in cultures with low uncertainty avoidance, people are more open to ambiguity, innovation, and risk-taking.

Long-Term Orientation vs. Short-Term Orientation (LTO): This dimension distinguishes between societies that prioritize future rewards and long-term planning (long-term orientation) and those that prioritize immediate rewards and short-term planning (short-term orientation). Cultures with long-term orientation emphasize perseverance, thrift, and adapting traditions to modern contexts. In contrast, cultures with short-term orientation focus more on quick results, respect for tradition, and fulfilling social obligations.

These dimensions provide a framework for understanding cultural differences in organizational behavior, management styles, communication patterns, and decision-making processes across different cultures. Hofstede's theory helps organizations navigate multicultural environments and adapt their strategies accordingly.

Job Characteristics

[Hackman and Oldham \(1975\)](#) study on designing job Characteristics to create motivation at work, based on Herzberg's concepts, resulted in the development of a model that demonstrates the relationship between job Characteristics, psychological states, and outcomes.

The Job Characteristics Model (JCM), developed by Hackman and Oldham, outlines five core components that influence job satisfaction, motivation, and performance. These components are:

1. Skill Variety: This refers to the range of skills and abilities required to perform tasks within a job. Jobs with high skill variety involve various tasks that require different skills and abilities. Employees in such roles are more likely to feel challenged and engaged, increasing job satisfaction.

2. Task Identity: Task identity refers to how an employee can complete a whole or identifiable work. Jobs with high task identity allow employees to see the outcome of their efforts. When employees can see the direct impact of their work, they are more likely to feel a sense of accomplishment and ownership, leading to increased motivation.

3. Task Significance: Task significance refers to a job's perceived impact or importance. Jobs with high task significance significantly impact the lives of others or the organization. Employees who perceive their work as meaningful and impactful are likelier to experience job satisfaction and motivation.

4. Autonomy refers to the degree of freedom and independence employees have in scheduling their work and making decisions related to their tasks. Jobs with high autonomy provide employees with more control over how they perform their work. Increased autonomy leads to greater feelings of responsibility and ownership, enhancing motivation and job satisfaction.

5. Feedback refers to employees receiving clear and direct information about their performance. Jobs with high feedback provide employees with regular and constructive feedback on their performance. This allows employees to track their progress, identify areas for improvement, and make necessary adjustments, leading to increased motivation and job satisfaction.

These five components interact with one another to determine employees' overall motivation, satisfaction, and performance levels within a job. According to the Job Characteristics Model, jobs high in skill variety, task identity, task significance, autonomy, and feedback are more likely to result in positive outcomes for employees and organizations.

Literature Review

Teacher Burnout in Thailand

The issue of teacher burnout in Thailand has been continuously studied in recent years, highlighting its significant impact on the mental health and work performance of educators. For instance, [Othacharoenchai \(2018\)](#) conducted a study on private school teachers who experienced high levels of burnout, manifesting as emotional exhaustion, a lack of personal accomplishment, and negative effects on mental health and job performance. The factors influencing burnout in this group included work-related stress, excessive workloads, and unclear job roles, leading to feelings of fatigue and powerlessness.

In a similar vein, a study by [Maneeewan \(2021\)](#) explored teacher burnout in Bangkok, uncovering several factors that affect teachers' mental health and work efficiency. The study found that, on average, teachers in the sample reported high levels of burnout, particularly physical exhaustion, which was primary factor contributing to their fatigue. Emotional exhaustion, depersonalization, and reduced personal accomplishment followed as secondary factors, ultimately influencing job satisfaction.

Furthermore, [Nithivasin and Kalayasri \(2021\)](#) research on burnout among teachers at military preparatory schools found that the burnout rate was alarmingly high at 30.1%, indicating that burnout is a significant issue for teachers in this context. The study identified that work control and job security were crucial factors influencing burnout. Teachers with higher work control were less likely to experience burnout compared to those with low control, with those in the high-control group reporting burnout 0.31 times less frequently. Similarly, teachers with high job security had a lower likelihood of burnout, experiencing it 0.20 times less frequently than those with lower job security.

[Ratanasiripong et al. \(2021\)](#) research also examined the mental health and burnout levels of teachers in Thailand, focusing on various factors affecting their well-being. The study surveyed 267 teachers from five public schools in Thailand and revealed that 11.2% of teachers experienced severe or very severe anxiety, 6.0% faced severe stress, and 3.2% struggled with severe depression. Key predictors of burnout included the quality of teacher relationships and age, both of which were directly related to emotional exhaustion, while resilience and teaching hours were important factors influencing teachers' sense of personal accomplishment.

Teacher burnout in Thailand is a pervasive and severe problem, with educators facing emotional exhaustion due to excessive workloads, unclear job roles, and inadequate support from their work environment. Research highlights the importance of improving work control and job security as strategies to reduce burnout and enhance teachers' working conditions.

Teacher Burnout in Southeast Asia

In Southeast Asia, the issue of teacher burnout is similarly critical, with many countries sharing cultural and educational similarities. [Hang and Hoa \(2024\)](#) study on emotional exhaustion among primary school teachers in Vietnam identifies three main factors contributing to teacher burnout: supervisory support, time pressure, and teacher training levels. Among these, time pressure emerged as the strongest predictor of emotional exhaustion. The study found that teachers who faced tight schedules and excessive workloads were more likely to experience burnout.

Additionally, supervisory support from school administrators was found to be inversely related to emotional exhaustion, meaning that increased support from school leadership helped alleviate burnout. The study emphasizes the importance of creating a supportive work environment for teachers, particularly in the face of major educational reforms, such as the GEC 2018 initiative. While teacher training also influenced emotional exhaustion, its effect was less pronounced compared to time pressure and supervisory support.

This research also points to the crucial role of emotional support from school leaders during times

of educational change, suggesting that positive leadership and workload reduction are key strategies to mitigate teacher burnout.

A study by [Utami et al. \(2024\)](#) examined burnout among English as a Foreign Language (EFL) teachers in Indonesia, revealing that burnout varied according to the teachers' years of experience. Teachers with less than five years of experience reported higher levels of burnout, while more experienced teachers (over five years) experienced moderate to low levels of burnout. Emotional exhaustion was identified as the most significant form of burnout, with 57.8% of EFL teachers reporting high levels of emotional exhaustion.

Furthermore, teaching management, adapting to technology, and handling disruptive students were identified as major stressors for teachers, especially for those with less teaching experience. The study concluded that emotional support from school leaders, including recognition and encouragement, is essential for maintaining teacher motivation and reducing stress.

[Susar et al. \(2023\)](#) explored the impact of school leadership on teacher burnout in private schools in Indonesia, highlighting the positive effects of transformational leadership and instructional leadership on reducing teacher burnout. The study found that transformational leadership, which focuses on change and development within the school, significantly reduced teacher burnout by 4.6%. This finding underscores the importance of school leadership in fostering a supportive environment that enhances teachers' well-being and reduces stress.

Research across Southeast Asia indicates that emotional exhaustion is a common and significant issue among teachers, with similar patterns emerging across countries. In Vietnam, time pressure and lack of supervisory support were major contributors to burnout, while in Indonesia, the level of teaching experience played a significant role in managing burnout. In both contexts, school leadership was identified as a crucial factor in mitigating burnout by offering emotional support and creating a supportive work environment.

Purpose

This research investigates the relationship and predictive power between organizational culture, job Characteristics, and teacher burnout in Phetburi Province. The findings will be utilized for effective educational management planning.

Methodology

Population and Sample Group

The population used in this research consists of teachers in schools under the jurisdiction of the Phetburi Primary Education Service Area Office 1, who taught in the year 2023, totaling 670 individuals from 98 schools.

The sample group used in this research consists of civil servant teachers in schools under the Phetburi of the Primary Education Service Area Office 1, who performed teaching duties in the academic year 2023, totaling 241 individuals. The sampling method employed the following steps.

The sample size was determined using Cohen's formula ([Cohen et al., 2013](#)) with a confidence level of 95%, resulting in a sample size of 241 individuals. The method employed was a multi-stage random sampling method, specifically stratified random sampling using school size as a stratum, followed by simple random sampling.

Tools

The tools used to collect data for this research are questionnaires derived from literature reviews and relevant research works. These questionnaires served as guidelines for defining the scope and providing foundational data for questionnaire content.

The questionnaire consists of Likert-type scales with 5 rating levels: strongly agree, agree, neutral, disagree, and strongly disagree. It is divided into three parts.

Part 1: The researchers developed a questionnaire about organizational culture based on [Hofstede's \(1997\)](#) study of concepts and theories related to organizational culture.

Part 2: The researchers developed a questionnaire about job Characteristics based on the study of theories and concepts by [Hackman and Oldham \(1980\)](#).

Part 3: Questionnaire about burnout developed by the researchers based on the study of theories and concepts by Maslach and the Maslach Burnout Inventory for Educators (MBI-ES).

Data Collection

The questionnaire was sent to 241 schools via email, and the data collected comprised 241 completed questionnaires, representing 100% completeness. The data were checked for completeness before being statistically analyzed using SPSS.

Data Analysis

The Pearson Product Moment Correlation Coefficient was calculated to analyze the organizational culture, job Characteristics, and their relationship with teacher burnout in schools under the Phetburi Primary Education Service Area Office 1. By using the following criteria

More significant than .90 Signifies a very high level of correlation

.71 - .90: Indicates a high level of correlation

.30 - .70: Represents a moderate level of correlation

Less than .30 Suggests a low level of correlation

Less than .01: Implies no correlation

Furthermore, the organizational culture and job Characteristics affecting teacher burnout in schools under the Phetburi Primary Education Service Area Office 1 were analyzed using multiple regression analysis.

Results

Participants

Table 1 shows data on the personal Characteristics of the sample group of 241 individuals, revealing that the majority were female, with 194 female civil servant teachers accounting for 80.5% and 47 male teachers accounting for 19.5%. Most of the sample group fell into the age range of 31-40 years, comprising 100 individuals, or 41.5%. Additionally, the most significant portion of the sample group taught the Thai language major, with 68 individuals (28.2%).

Table 1 Demographic Characteristics of Teachers who Participated in the Screening and Assessment Tests

		Mean	%
Gender	Male	47	19.5
	Female	194	80.5
Age	21-30	60	24.9
	31-40	100	41.5
	41-50	37	15.4
	51-60	44	18.3
Major	Thai language	64	28.2
	Mathematics	68	22.4
	Science	54	6.6
	Social studies	16	3.3
	Physical education	8	5.0
	Art	12	5.8
	Home economics	14	7.1
	Foreign language	17	17.4

Organizational Culture

Table 2 shows that overall, the teachers in schools under the Phetburi Primary Educational Service Area Office 1 have a moderate level of organizational culture in all aspects. The aspects with the highest level of organizational culture are individualism and collectivism (IDV), which have a moderate average value. Following that is the Uncertainty Avoidance Index (UAI), which has a moderate average value. The aspect with the lowest level of organizational culture is the Power Distance Index (PDI), which has a moderate average value.

Table 2 The Results of Organizational Culture Analysis: Mean and Standard Deviations

Organizational Culture	Mean	S.D.
Power Distance Index (PDI)	3.39	.62
Individualism & Collectivism (IDV)	3.50	.65
Masculinity & Femininity (MAS)	3.45	.66
Uncertainty Avoidance Index (UAI)	3.50	.75
Long-Term Orientation & Short-Term Orientation (LTO)	3.39	.78

Job Characteristics

Table 3 shows the survey results on the job Characteristics of teachers under the Phetburi Primary Educational Service Area Office 1, indicating that the

sample group has job Characteristics at a moderate level in all aspects. The aspect with the highest level of job Characteristics is Autonomy, with an average score of 3.12. Following that is skill Variety, with an average score of 3.11. The aspect with the lowest level of job Characteristics is Feedback, with an average score of 3.05.

Table 3 The Results of Job Characteristics Analysis: Mean and Standard Deviations

Job Characteristics	Mean	S.D.
Skill Variety	3.39	.62
Task Identity	3.50	.65
Task Significance	3.45	.66
Autonomy	3.50	.75
Feedback	3.39	.78

Burnout

Table 4 shows the survey results on teacher burnout in schools under the Phetburi Primary Educational Service Area Office 1, indicating a moderate level of burnout. The aspect with the highest level of burnout is reduced personal accomplishment, with an average score of 3.04. Following that is emotional exhaustion, with an average score of 3.01. The aspect with the lowest level of burnout is negative attitudes towards colleagues, with an average score of 3.00.

Table 4 The Results of Burnout Analysis: Mean and Standard Deviations

Burnout	Mean	S.D.
Emotional exhaustion (EE)	3.39	.62
Depersonalization (DA)	3.50	.65
Personal accomplishment (PA)	3.39	.78
Summary	3.02	1.14

Hypothesis Model

The hypothesis testing results indicate significant relationships between organizational culture, job Characteristics, and burnout, with correlation coefficients ranging from .090 to .574, all statistically significant at $p < .01$. The variables with the highest correlation coefficients are job Characteristics with burnout (.574) and organizational culture with burnout (.453), as shown in Table 5.

Table 5 Pearson’s Correlation Coefficient of all Measured Factors

Variable	Organizational Culture	Job Characteristics	Burnout
Organizational Culture	1		
Job Characteristics	-.090	1	
Burnout	-.453	-.574	1

The multiple regression analysis using the Enter method revealed that both organizational culture and job Characteristics significantly predict teacher burnout in schools under the Phetburi Primary Educational Service Area Office 1, with a significance level of $p < .01$. Together, these two factors predict 58.2% of teacher burnout variance. Organizational culture exhibits the highest predictive power, with a regression coefficient of 99.6%, followed by job Characteristics, with a coefficient of 83.4%, as shown in Table 6.

Table 6 Results of the Multiple Regression Analysis between Variables of Factors Affecting Burnout

Variable	b	SE b	β	t	p-values
Organizational Culture	-.996	.082	-.509	-12.145	.000*
Job Characteristics	-.834	.056	-.620	-14.802	.000*

* $p < .01$; b = regression coefficient; SE = standard error; β = standardized regression coefficient

Discussion

The study of the relationship between organizational culture and teacher burnout in schools under the Phetburi Primary Educational Service Area Office 1 revealed a significant negative correlation between organizational culture and teacher burnout at a moderate level ($p < .01$). Specifically, the dimensions with the highest negative correlation with teacher burnout at a moderate level were power disparity, social desirability/social conformity, and gender, as well as risk-taking/avoidance, and short-term/long-term orientation.

This study’s findings are consistent with [Maslach and Leiter’s \(2016\)](#) concept of burnout culture, which suggests that burnout is not merely an individual problem but a reflection of organizational culture dimensions that may create conditions conducive to burnout among all personnel in the organization.

The cultures often leading to burnout include lack of support and cooperation, unfair management practices, unsustainable workloads, lack of autonomy in work, inadequate rewards, and incongruence between personnel and organizational ideologies. These cultures are related to the occurrence of burnout, aligning with [Kim et al. \(2019\)](#) research on the relationship between organizational culture and teacher burnout in the context of primary schools.

Furthermore, this study supports the research of [Hu et al. \(2015\)](#), which explored the status of job burnout among primary and secondary school teachers and the influencing factors. The study found that various factors, including organizational support and workload, contribute to teacher burnout. Organizations with supportive work cultures, backed by management and colleagues, were found to be negatively correlated with burnout. In other words, having a positive work environment with support from management and peers helps reduce teacher burnout.

The study of the relationship between job Characteristics and teacher burnout among teachers affiliated with the Phetburi Primary Education Service Area Office 1 revealed a significant negative correlation between job Characteristics and teacher burnout at a high level ($p < .01$). Specifically, skill variety, task identity, task significance, autonomy, and feedback were negatively correlated with burnout at a moderate level.

The findings of this study align with the Job Characteristics Model proposed by [Hackman and Oldham \(1975\)](#), which suggests that job Characteristics that affect psychological states lead to job satisfaction and motivation or contribute to decreased absenteeism or turnover. This aligns with the research by [Polat and Özdemir \(2021\)](#), The study explores the relationship between job characteristics in the teaching profession and teachers’ work-life balance. Teachers who participated in the study reported high engagement with job characteristics,

reflecting their active involvement in their roles and responsibilities, which affects job satisfaction and work performance. However, teachers perceived their work-life balance to be at a moderate level, with a tendency to prioritize work over personal life. This suggests that teachers may face difficulties in maintaining a healthy balance between their professional obligations and personal life, consistent with the research of [Wachiran \(2021\)](#), which studied factors contributing to teacher burnout, finding that job Characteristics are negatively correlated with burnout. Different job Characteristics affect teacher job satisfaction positively or negatively, depending on various factors.

Furthermore, the research also found that organizational culture has the most influence on predicting teacher burnout among teachers affiliated with the Phetburi Primary Education Service Area Office 1. Following closely are job Characteristics, indicating that organizational culture and job Characteristics are statistically significant predictors of burnout ($p < .05$). This study's findings are consistent with several researchers' ideas and studies, as summarized below:

Organizational culture significantly affects teacher burnout among teachers affiliated with the Phetburi Primary Educational Service Area Office 1. This is because they have physical diversity, such as different groups of service recipients or students, responsibilities in each district, cultural diversity, and lifestyle differences. The school's organizational culture affects teachers' work, as they must consider the cultural differences and contexts of the school to align with the school's mission. If teachers cannot balance their work, it can lead to physical and emotional exhaustion and potentially burnout, consistent with the findings that burnout begins with individual stress management. Stressful situations can arise in organizations with complex and uncertain work environments where employees have high levels of responsibility. Workplace interference, such as ineffective management systems, resource constraints, or inadequate communication, can lead to employee dissatisfaction and exhaustion. Organizational culture also plays a crucial role in addressing burnout by creating a culture of happiness and challenge at work. These findings underscore the

importance of fairness and organizational culture in predicting work burnout.

Job Characteristics play a crucial role in work burnout. The job Characteristics within schools under the Phetburi Primary Educational Service Area Office 1 are diverse and involve multitasking, requiring various skills, knowledge, and abilities. The tasks assigned are significant for service recipients, such as students, parents, and the community, as well as for the teachers. The workload is essential for both the practitioners and the organization, leading to a sense of responsibility among teachers. This aligns with the concept proposed by [Hackman and Oldham \(1975\)](#), which states that job characteristics are vital in generating motivation at work. When tasks are straightforward, essential to the practitioner, allow decision-making power, involve autonomy, are challenging, require diverse skills, and provide constant feedback, practitioners are motivated, feel ownership of the organization, and experience less stress, thus reducing burnout. Moreover, dedicated work negatively correlates with stress and burnout, aligning with ([Chetina et al., 2020](#)) research, which indicates that job characteristics are environmental factors contributing to work burnout. When work requires various skills, knowledge, and abilities, it is valuable, significant, and unique, provides autonomy, and operates in an environment that allows for achieving objectives or goals. It positively impacts the organization, preventing work burnout.

Conclusions

The study examined the relationship between organizational culture and teacher burnout in schools under the Phetburi Primary Educational Service Area Office 1. It found a significant negative correlation between organizational culture and teacher burnout, particularly in dimensions like the Power Distance Index (PDI), Individualism and collectivism (IDV), Masculinity and femininity (MAS), Uncertainty Avoidance Index (UAI), Long-Term Orientation and Short-Term Orientation (LTO). This aligns with the concept of burnout culture proposed by Leiter and Maslach, indicating that organizational cultures lacking support, fairness, sustainable workloads, autonomy, and congruence with personal ideologies are conducive to burnout.

Additionally, the study investigated the relationship between job Characteristics and teacher burnout, revealing a significant negative correlation. Job Characteristics such as skill variety, task identity, task significance, autonomy, and feedback were negatively correlated with burnout. These findings align with the Job Characteristics Model by Hackman and Oldham, suggesting that clear tasks, autonomy, challenging work, diverse skills, and feedback reduce burnout. Furthermore, the study identified that organizational culture has the most significant influence on predicting teacher burnout, followed by job Characteristics.

Overall, the findings underscore the importance of organizational culture and job Characteristics in preventing teacher burnout. Organizational cultures that support fairness, challenge, and happiness at work, along with job Characteristics that provide autonomy, straightforward tasks, and diverse skills, contribute to lower levels of burnout among teachers.

Recommendation

Longitudinal Study Approach

A longitudinal study is recommended to enhance the understanding of how teacher burnout develops and fluctuates over time. This approach would allow for tracking burnout levels across different periods, particularly in response to interventions aimed at improving organizational culture and job characteristics. A longitudinal design offers the advantage of capturing both short-term and long-term effects of changes within the educational environment, thereby providing a more comprehensive view of burnout dynamics. Such a study would be beneficial in identifying critical moments or factors that may precipitate or alleviate burnout, contributing valuable insights to educational psychology.

Incorporating Qualitative Methods

While the current study relies on quantitative data, incorporating qualitative methods such as interviews or focus groups could provide a deeper understanding of teachers' personal experiences dealing with burnout. Qualitative methods offer a more nuanced exploration of individual perceptions and coping mechanisms, potentially uncovering

emotional, social, or organizational factors that quantitative measures may not fully capture. By integrating qualitative insights, the research can offer a more holistic perspective, bridging the gap between statistical trends and the lived realities of teachers. This mixed-methods approach would enhance the robustness of the findings and contribute to a more well-rounded understanding of the burnout phenomenon in educational settings.

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