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# The influence of school organizational health and occupational burnout on self-perceived health status of primary school teachers

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## Abstract

Stress-related illnesses had increased over the last decade, this phenomenon could had early symptoms come from burnout, but burnout was more likely in some situations than others and in some individuals than others, suggested that individual and organizational factors may contribute to. The aim of this study was to examine organizational health, occupational burnout affecting the impact of self-perceived health status of teachers in primary schools. The samples was survey to 560 teachers those who come from 34 primary schools at Taiwan. This study performed a hierarchical regression analysis after controlling for the teachers' background characteristics to enhance understanding of features associated organizational health, occupational burnout and self-perceived health status of teachers. The findings showed after controlling for the personal background variables, academic emphasis respects of organizational health and occupational burnout of teachers in primary schools could significant affect their perceived health status.

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**Keywords:** organizational health, occupational burnout, self-perceived health status

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## 1. Introduction

School organizations have been reinforced in response to the rapid social changes in an increasingly multi-cultural and complex world. It is an inevitable trend that responsibilities of teachers have increased year by year, but also have to face many demands and pressures. Hoy & Miskel (2001) found the set of internal characteristics that distinguish one school from another and influence the behavior of members, and moreover showed a high degree of correlation between school organizational health and teacher concerns about organizational change. Burnout term was coined by Herbert Freudenberger in 1974 to describe gradual emotional depletion and missing the motivation

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and commitment in young volunteer workers with high commitment who work in a clinic (Freudenberger, 1974). Henceforth continuing research of occupational burnout in various fields was plentiful. Burnout manifests as a subjective feeling of dysphoria, impacting on physical and emotional aspects of one's wellbeing, and leading to a reduction of behavioural activity and motivation, and the debilitation of one's efforts to perform (Maslach, Jackson & Leiterl, 1996). This is a state of physiological or psychological depletion caused by excessive or prolonged stress (Girdano, 2001), If the long-term can not effectively deal with job stress, resulting in cumulative result of pressure, will cause teachers in the physical and mental aspects of the formation of emotional exhaustion, and will be indifferent, alienated state level to treat students, serious will affect to teachers' professional spirit (Fun, 2006). Fun (2006) found teacher's job burnout can be explained by school's organizational structure in Taiwan junior high school.

The World Health Organization's (WHO) definition of health was "a state of complete physical, mental and social well-being" (Larson, 1996). Not only physiological level, but also psychological and social levels need to take care of in order to obtain a real physical and mental health (Shing, 2003). Studies have shown significant difference on the physical and mental health among the work type, positions, gender of teachers and school size(Terry Lin, 2009), and perceived work-related stress of the teachers were negativity associated with their physical and mental health (Zhengyu Wen, 2008). Therefore, the aim of this study was to examine organizational health, occupational burnout affecting the impact of self-perceived health status of teachers in primary schools.

## **2. Method**

### *2.1. Participants and Procedure*

The samples was survey to 560 teachers those who come from 34 primary schools at Taiwan. This study performed a hierarchical regression analysis after controlling for the teachers' background characteristics to enhance understanding of features associated organizational health, occupational burnout and self-perceived health status of teachers.

### *2.2. Instruments*

#### *2.2.1. Organizational health*

Organizational health is a general term that refers to teachers' perceptions of their work environment; it is influenced by formal and informal relationships, personalities of participants and organizational leadership (Hoy, Tarter, & Kottkamp, 1991), but also a descriptive tool to assess the school climate. This scale generally explore the school environment and teachers function between the relationship and the process of analysis of the state of comprehensive school health, and to explore ways to promote the the schools successful development of positive factors, or hinder a school filled with energy and vitality obstacles (Miles, 1969; Zahed et al., 2008). The scale of this study, based on Hoy (1997), the development of organizational health scale applies to elementary school, and then editing made, divided into six dimensions (Principal influence, Collegial leadership, Institutional integrity, Resource support, Teacher affiliation, Academic emphasis) of a total of 52 questions. The scale uses Likert scoring method in four-point scale, from 1 to 4, the responses are rescaled to a 0-100 metric (the values being 0-25-50-75-100). Scale scores are calculated by taking the mean of the items in that scale, the higher the score, the teachers' perceived organizational health tend to be the better.

#### *2.2.2. Occupational burnout*

This study of occupational burnout inventory deliberate Denmark Copenhagen Burnout Inventory (CBI), as well as related research theory be editing the use engaged in the investigation and service worker occupational burnout state (Kristensen et al., 2005). Occupational burnout scale area is divided into three dimensions, a total of 19 items of personal burnout, work-related burnout, and client-related burnout. All items have five response categories. The responses are rescaled to a 0-100 metric (the values being 0-25-50-75-100). Scale scores are calculated by taking the mean of the items in that scale, the higher the score, on behalf of teachers tend to be higher the perceived sense of personal occupational burnout.

### 2.2.3. Self-perceived health status

The study of conscious health status scale reference Tseng et al.(2003) translate the SF-36 scale, editing to become Taiwan's version of "self-perceived health status" sub-scale, compiled from a single dimension six items of perceived health status scale. The scale uses five-point Likert scale scoring method, from 1 to 5, the responses are rescaled to a 0-100 metric (the values being 0-25-50-75-100). Scale scores are calculated by taking the mean of the items in that scale, the higher the score, the teachers' perception of their health status more good tendency.

### 2.3. Scale reliability and validity of the test

Each scale in this study by expert validity, item analysis, and factor analysis to establish the reliability and validity of the scale. Questionnaire analysis results of this study are shown in Table 1, the pre-test questionnaire Scale percentage of total explained variance in between 43.86 to 71.39%; the pretest questionnaire scale Cronbach's  $\alpha$  coefficient between 0.760 to 0.962, a formal questionnaire each scale Cronbach's  $\alpha$  coefficient from 0.750 to 0.957. The results of this study show that each scale has good construct validity and reliability.

Table 1. The reliability and validity analysis for organizational health, occupational burnout and self-perceived health status scale

Scale	Factor	Item numbers	Validity analysis		Reliability analysis	
			Percentage of explained variance (%)	Cronbach's $\alpha$	pilot survey (n=164)	formal survey (n=902)
Organizational health	Principal influence	4	32.17	0.850	0.871	
	Collegial leadership	12	10.53	0.938	0.951	
	Institutional integrity	3	6.16	0.760	0.750	
	Resource support	6	4.65	0.821	0.857	
	Teacher affiliation	11	4.16	0.921	0.921	
	Academic emphasis	7	3.69	0.825	0.831	
		43	61.37	0.946	0.955	
Occupational burnout	Personal burnout	6	59.80	0.940	0.927	
	Work-related burnout	7		0.932	0.921	
	Client-related burnout	6	11.59	0.921	0.911	
		19	71.39	0.962	0.957	
Self-perceived health status		6	43.86	0.802	0.785	

### 3. Results

The results of this study are shown in Table 2, The first mode: analysis of elementary school teachers' personal background variables predicted perceived health status, the results showed that only gender ( $\beta = 0.127, p < 0.01$ ) and age ( $\beta = -0.143, p < 0.05$ ), both elementary school teachers perceived health status have significant predictive ability. To look at the regression coefficients, elementary male teachers significantly higher perceived health status, as well as the age the higher the perceived health status is significantly worse.

Followed by the second mode: control personal background variables, organizational health six dimensions of predictive variables, to predict elementary teachers perceived health status analysis. the research results show that exclude the impact of personal background variables, the organization perceived health status of the health forecast Elementary teachers have a significant effect (about 4.6%,  $\Delta R^2 = 0.046, p < 0.01$ ); including only institutions the subjectivity ( $\beta = 0.149, p < 0.001$ ), academic emphasis ( $\beta = 0.110, p < 0.05$ ) between the two elementary school teachers perceived health status have significant predictive ability. To look at the regression coefficients, the school organization the health institutions subject and academic emphasis on nature of both the higher the score, the higher the perceived health status of elementary school teachers.

Finally, the third mode: control personal background items and organizational health, with the three dimensions of occupational burnout as a predictor variable predictive analysis of elementary school teachers perceived health status. The analysis showed that, in the exclusion after the impact of the various dimensions of personal background and organizational health after, occupational burnout predict perceived health status of elementary school teachers have a significant impact (about 25.1%,  $\Delta R^2 = 0.251, p < 0.001$ ); in these, only personal burnout significant the predictive ability of elementary school teachers perceived health status( $\beta = -0.584, p < 0.001$ ); from the display of the regression coefficients, elementary school teachers personal burnout higher score significantly worse impact on the perceived health status.

Table 2. The regression analysis of organizational health, occupational burnout on self-perceived health status of primary school teachers

Variables	Criterion variable: Self-perceived health status		
	Model 1	Model 2	Model 3
Control variables			
Sex(boy=1)	0.127 **	0.126 **	0.080 *
Age	-0.143 *	-0.137 *	-0.174 **
Educational background (years)	-0.010	0.000	0.002
Marriage (Unmarried=1)	0.039	0.041	-0.007
Positions (Class teachers=1)	-0.034	-0.011	-0.025
Service years (unit=year)	0.127	0.099	0.107
School size( $\square 49 = 1$ )	-0.069	-0.064	-0.050
Predictor variables: Organizational health			
Principal influence		-0.046	0.012
Collegial leadership		0.029	0.003
Institutional integrity		0.149 ***	-0.002
Resource support		-0.025	-0.020
Teacher affiliation		0.051	0.008
Academic emphasis		0.110 *	0.115 *
Predictor variables: Occupational burnout			
Personal burnout			-0.584 ***
Work-related burnout			0.032
Client-related burnout			0.053
R <sup>2</sup>	0.034	0.080	0.331
$\square R^2$	0.034	0.046	0.251

F	2.781 **	3.638 ***	16.676 ***
□F	2.781 **	4.514 ***	67.380 ***

\* p<0.05, \*\* p<0.01, \*\*\* p<0.001

## Discussion

Summary of the research findings are as follows: (1) elementary male teachers perceived health status than female teachers, old elementary school teachers perceived health status significantly worse than younger elementary school teachers.(2) in the control of the personal background variables after, institutional integrity and academic emphasis both has a positive effect on perceived health status of elementary school teachers, the predictive power of 4.6%. (3) in the control personal background items and organizational health after, elementary school teachers personal burnout have a negative impact on the perceived health status, the predictive power of 25.1%.

Therefore, this study suggests that schools should create an good public relations with parents, communities and non-governmental organizations, reduce outside pressure to give schools and teachers; schools should respect teachers' professional autonomy, and to reduce the personal opinions of a small number of parents to influence school policy, and further enhance the school institutions subjectivity. Secondly, this study suggests that school emphasis on teaching leadership to inspire the morale of teachers, and to provide the teacher job training opportunities and teaching resources, thus to improve teachers 'professional development, positive business class, guide students to focus on learning performance, improve student learning outcomes, and improve teachers' job satisfaction, promote their physical and mental health.

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