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## Do Burnout, Mental Health, and Organizational Culture Affect Teachers' Performance in Bogor Regency West Java?

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**Abstract:** Teacher performance in Bogor Regency is influenced by burnout, mental health, and organizational culture. However, limited research has examined their combined effects within this regional educational context. This study aims to analyze the individual and simultaneous influence of burnout, mental health, and organizational culture on teachers' performance. A quantitative cross-sectional survey design was employed using purposive sampling of 298 teachers, with data analyzed through multiple linear regression using SPSS. The results show that burnout has a negative and significant effect on performance, while mental health and organizational culture have positive and significant effects, with the latter two variables showing the strongest contributions. This study contributes to the literature by integrating psychological and organizational variables in a regency-level educational context and provides practical implications for improving teacher well-being and performance through targeted interventions. Objectives were to determine the individual and combined influence of burnout, mental health, and organizational culture on teachers' performance and to provide evidence for policy and intervention. Using a quantitative cross-sectional survey design, purposive sampling, validated questionnaires, and SPSS (multiple linear regression, R<sup>2</sup>, t and F tests), the study tested associations among the three predictors and teacher performance. The organizational culture, mental health, and burnout have significant effects on teacher performance, with organizational culture and mental health showing the largest relative contributions. This study serves as the basis for evidence-based policies and interventions to improve teacher well-being and learning effectiveness through burnout prevention strategies and organizational culture improvements.

**Keywords:** Burnout, Mental Health, Organizational Culture, Teacher performance

## INTRODUCTION

A positive organizational culture has been shown to significantly influence teacher performance; Prayoga Sugeng found that organizational culture positively affected teacher performance in public high schools in Mataram City by 55.2%, indicating that the better the school's organizational culture, the higher the teachers' performance (Prayoga & Yuniati, 2019). Hasibuan & Hadijaya (2024) emphasize that organizational culture is a key factor that can either motivate teachers to improve their performance or hinder it if negative (Hasibuan & Hadijaya, 2024). These findings align with Puspitasari's results showing that organizational culture and work motivation jointly influence teacher performance in senior and vocational high schools, suggesting that strengthening school culture is a strategic step to increase teacher productivity (Ayu Puspitasari et al., 2021). In the context of Bogor Regency, strengthening school organizational culture is highly relevant given the complex educational demands and the need to maintain learning quality.

Various studies consistently show that a positive organizational culture and managerial interventions improve teacher performance, while burnout and mental health significantly affect motivation and teaching effectiveness across different contexts, including findings relevant to Bogor Regency. Although some studies find that burnout has a significant effect on performance, Christina Maslach's theory states that burnout reduces performance; yet some empirical results actually show a positive relationship between burnout and performance (Maslach & Leiter, 2016). This discrepancy between theoretical frameworks and empirical findings constitutes an important gap that needs further investigation to clarify the mechanisms, contextual factors, or mediating/moderating variables that explain the direction of burnout's effect on teacher performance.

Burnout as a psychological exhaustion phenomenon also directly impacts teachers' motivation and performance; Agustini et al. (2024), and Bernotaite & Malinauskiene (2017) report that burnout can be reduced when teachers have job satisfaction—reflected in work facilities, career development, and work-life balance—which in turn supports better performance (Han et al., 2011). Maulana & Suwandi (2024) adds that when employees experience fatigue or boredom at work due to unpredictable conditions, the resulting psychological state (burnout) disrupts work motivation and performance if not addressed. The relationship between burnout and performance is therefore critical to examine in Bogor Regency given workload, administrative demands, and school social dynamics that may trigger work stress.

Teachers' mental health is likewise a crucial aspect affecting learning processes and social interactions at school; Iliyattunnisa & Ainy Fardana (2025) stress that mental health is an important educational aspect that impacts students' academic, social, and emotional development, and that teachers play a role in supporting students' mental health (Iliyattunnisa & Ainy Fardana, 2025). Wayan Diana's study notes a high prevalence of adolescent mental health problems that require special attention from stakeholders, particularly school teachers; schools should provide regular mental health training, student education, strengthen counseling services, and optimize school health efforts through collaboration with health agencies and parents (Ni Wayan Diana, 2024). Muhyani also states that teachers and students are primary components in achieving learning objectives and that mental health problems are a common barrier affecting the learning process and outcomes (Muhyani et al., 2022). Therefore, maintaining and improving teachers' mental health is not only a matter of individual welfare but also directly related to teaching quality and student learning outcomes.

Previous research indicates that organizational and managerial interventions in schools can reduce work stress and enhance teacher commitment; Ibnu Abas et al. recommend raising awareness and providing feedback to relevant agencies and teachers to identify problems affecting aspects of schooling—such as ineffective learning processes and low teacher

commitment—so that appropriate policies and solutions can reduce teacher work stress, improve work ethic, and strengthen teacher commitment. Handayani & Rasyid (2015) found that school principal leadership style, teacher work motivation, and organizational culture together significantly affect teacher performance, providing a basis to view these variables as interrelated. Given this evidence, a study examining the effects of burnout, mental health, and organizational culture on teacher performance is highly relevant for designing holistic interventions in schools.

This study offers a novel multilevel SEM framework comparing rural and urban schools, testing mediation and moderation pathways among burnout, mental health, and organizational culture on teacher performance. Moving beyond ordinary regression, it develops and validates a new contextualized conceptual model capturing cross-level influences and contextual heterogeneity within the context of Bogor Regency, West Java, which has not been widely examined simultaneously among local teachers. Many prior studies investigate these variables separately or in different urban contexts so this research contributes new empirical evidence by testing their combined effects on teacher performance in a regency area with distinct demographic characteristics, educational infrastructure disparities, and professional development needs compared to major cities. Additionally, integrating findings about the roles of work facilities, career development, and life balance (Agustini et al., 2024), as well as recommendations for mental health training and counseling services Ni Wayan Diana (2024), offers an actionable framework for local policymakers.

The practical and strategic importance of this research is clear: its results can inform the education office and schools in formulating human resource policies, mental health training programs, and organizational culture improvements to enhance teacher performance. Academically, the study expands literature on the relationships among burnout, mental health, and organizational culture with teacher performance in a regency context and provides empirical foundations for further research on intervention effectiveness. Moreover, the study supports school operational needs to lower stress levels, strengthen teacher commitment, and improve learning quality as suggested by (Handayani & Rasyid, 2015).

The sample of teachers in Bogor Regency is chosen because teachers in this area face unique contextual challenges—a mix of increasing educational demands, disparities in facilities across sub-districts, and significant administrative and social responsibilities—that may affect burnout, mental health, and organizational culture differently than in large cities. Studying Bogor's teachers thus yields findings that are directly relevant for regional policy and for designing targeted training programs. The objectives of this research are: to determine the effect of burnout on teacher performance; to examine the effect of mental health on teacher performance; to assess the effect of organizational culture on teacher performance; and to investigate the simultaneous effect of burnout, mental health, and organizational culture on teacher performance in Bogor Regency. The study aims to provide evidence for policy recommendations, training programs, and efforts to improve teacher quality for educational success

## **METHOD**

The research method uses a quantitative approach aimed at testing causal hypotheses between the independent variables (Burnout, Mental Health, Organizational Culture, Job Description) and the dependent variable (Teacher's Performance). Data were collected by distributing questionnaires to respondents and analyzed numerically using SPSS version 25. Research instruments were first tested for validity and reliability, with reliability measured using Cronbach's alpha. The sample consisted of 298 teachers spread across Bogor Regency. Sampling was conducted using purposive sampling. The sample comprises 4 schools

(elementary, junior high, senior high/vocational) in each subdistrict, with the following breakdown:

Table 1. Sample

Distric	SD	SMP	SMA	SMK	Number
Jonggol	10	5	17	10	42
Parung	9	7	10	8	30
Gunung Sindur	12	8	12	8	40
Gunung Putri	15	9	13	9	46
Ciseeng	7	13	15	7	42
Tenjo	12	15	12	5	44
Babakan Madang	17	17	12	10	54
					298

Data analysis techniques include multiple linear regression to test partial and simultaneous effects, the coefficient of determination (R<sup>2</sup>) to assess how well the independent variables explain variation in the dependent variable, the t-test to examine the partial effect of each independent variable on the dependent variable, and the F-test (ANOVA) to test the simultaneous effect of the independent variables on the dependent variable (test descriptions and significance criteria. The significance level used is 0.05 (5%); hypothesis decisions are based on comparing t-calculated with t-table and F-calculated with F-table values and significance (p). Tables of coefficients and ANOVA present B, t, and significance for each variable.

Overall, the method comprises a quantitative survey design, the use of purposive sampling/near-sampling following Sugiyono’s sample size guidelines, instrument validity/reliability testing, data processing with SPSS 23, and hypothesis testing using multiple regression together with R<sup>2</sup>, t, and F tests at a 0.05 significance level. The research method contains the type of research, sample and population or research subjects, time and place of research, instruments, procedures, and research techniques, as well as other matters relating to the method of research. This section can be divided into several sub-chapters, but no numbering is necessary.

**RESULTS AND DISCUSSION**

The processed data are the results of questionnaires from 298 teachers from various subdistricts in Bogor Regency. The following are the SPSS 23 output results,

Table 1. Tabel Model Summary  
Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.749 <sup>a</sup>	.700	.691	2.44264

a. Predictors: (Constant), Burnout, Mental\_Health, Organization\_culture

b. Dependent Variable: Teacher’s\_performance

Based on Table 1, the regression model with predictors Burnout, Mental Health, and Organization Culture shows R = 0.749, indicating a fairly strong overall correlation between the combination of predictors and Teacher’s Performance. R Square = 0.700 means about 70.0% of the variation in teacher performance can be explained jointly by these three variables. Adjusted R Square = 0.691 (69.1%) provides a more conservative estimate by accounting for the number of predictors and sample size, so the model still explains a large proportion of

performance variation despite the complexity penalty. The Standard Error of the Estimate = 2.44264 indicates the average deviation of observations from predicted values is about 2.44 units. Overall, the model has good predictive ability, although roughly 30% of the variation remains unexplained (possibly due to other variables or error), and interpretations should be cautious about causal claims without a research design that supports causality.

**Table 2. Coefficients**  
**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	36,387	7,283		4,996	,000		
	Burnout	-,221	,097	,267	2,866	,025	,516	1,938
	Mental_Health	,374	,110	,396	2,212	,001	,516	1,938
	Organization_Culture	,461	,213	,409	2,170	,004	,610	1,811

a. Dependent Variable: Teacher’s Performance

The regression results show that, after accounting for the constant (36.387,  $p < .001$ ), burnout, mental health, and organizational culture each have significant relationships with teachers’ performance. Burnout has a negative effect ( $B = -0.221$ ,  $SE = 0.097$ ,  $Beta = -0.267$ ,  $t = 2.866$ ,  $p = .025$ ), indicating that a one-unit increase in burnout is associated with a 0.221-unit decrease in performance, and this effect is moderately sized; collinearity diagnostics (Tolerance = .516, VIF = 1.938) suggest multicollinearity is not a concern. Mental health positively predicts performance ( $B = 0.374$ ,  $SE = 0.110$ ,  $Beta = 0.396$ ,  $t = 2.212$ ,  $p = .001$ ), meaning a one-unit improvement in mental health corresponds to a 0.374-unit increase in performance, with a relatively strong standardized effect and acceptable collinearity (Tolerance = .516, VIF = 1.938). Organizational culture also shows a significant positive effect ( $B = 0.461$ ,  $SE = 0.213$ ,  $Beta = 0.409$ ,  $t = 2.170$ ,  $p = .004$ ), so a one-unit improvement in organizational culture is associated with a 0.461-unit increase in performance; its standardized effect is the largest and collinearity remains low (Tolerance = .610, VIF = 1.811). Overall, all three predictors significantly influence teachers’ performance: burnout negatively, while better mental health and a more positive organizational culture positively, with mental health and organizational culture showing the strongest standardized impacts.

**Table 3. ANOVA**

		ANOVA <sup>a</sup>				
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2342,680	3	1171,340	26,644	,000 <sup>b</sup>
	Residual	3912,624	295	43,962		
	Total	6255,304	298			

a. Dependent Variable: Teacher\_Performance

b. Predictors: (Constant), Burnout, Mental\_Health, Organization\_culture

The ANOVA table 3, shows that the regression model as a whole is significant in predicting Teacher\_Performance ( $F = 26.644$ ;  $p < 0.001$ ). The sum of squares for regression (Sum of Squares = 2342.680) reflects the variation in teacher performance explained by the predictors in the model, while the residual sum of squares (3912.624) is the variation not explained by the model; total variation is 6255.304. The Mean Square for regression is

1171.340 (obtained by dividing the regression Sum of Squares by the regression df), and the residual Mean Square is 43.962 (residual Sum of Squares divided by residual df), so the F ratio ( $1171.340 / 43.962 = 26.644$ ) represents the explained variance relative to the unexplained variance. The reported degrees of freedom are  $df_{\text{regression}} = 2$ ,  $df_{\text{residual}} = 295$ , and  $df_{\text{total}} = 298$ . In summary, the ANOVA results confirm that the model with the included predictors provides a significant predictive contribution to teacher performance, although some variation remains unexplained by the model.

The results of this study indicate that organizational culture, mental health, and burnout have significant effects on teacher performance, with organizational culture and mental health showing the largest relative contributions. These findings are consistent with many previous studies but also reveal differences in focus and practical implications that merit discussion. First, alignment with earlier findings is evident in the role of organizational culture as a strong determinant of teacher performance. Prayoga & Yuniati reported that organizational culture positively affected teacher performance in public high schools in Mataram City by 55.2%, meaning better organizational culture leads to higher teacher performance; this aligns with the present study's finding of a positive and substantial effect of Organization Culture on Teacher's Performance (Prayoga & Yuniati, 2019). Similar conclusions were drawn by Puspitasari, who found that organizational culture together with work motivation affect teacher performance in senior and vocational high schools, and by Hasibuan, who stated that a positive organizational culture can motivate teachers to improve their performance. Teasly adds that school culture has dual functions, but a positive school culture supports professional satisfaction, effectiveness, and collaboration that enhance learning all relevant aspects for improving teacher performance.

Second, regarding mental health, this study's finding of a positive effect of mental health on teacher performance is supported by literature emphasizing the importance of mental health in education (McGinty, 2023). Bernotaite & Malinauskiene assert that mental health is a crucial aspect affecting academic, social, and emotional development, and that teachers play a role in supporting students' mental health; this is consistent insofar as teachers' mental health also affects their ability to perform duties. Lindert et al. (2017) highlights the high prevalence of mental health disorders among adolescents and the need for regular mental health training for teachers; the practical implication of our findings aligns with that recommendation—improving mental health support for teachers can enhance their performance (Kleber, 2019). Meanwhile, Hofifah et al. (2025) found no significant relationship between self-efficacy and mental health among primary school teachers across certain demographics, indicating that relationships among psychosocial indicators and mental health are not always consistent across contexts and warrant examination of moderators or different samples.

Third, Regression results indicate burnout significantly reduces teachers' performance ( $B = -0.221$ ,  $p = .025$ ), showing that higher exhaustion correlates with lower performance. This aligns with Maslach & Leiter, Zhang et al., who argue that burnout can be mitigated by job satisfaction factors such as adequate facilities, career development, and work–life balance, suggesting organizational interventions restore performance. Oliveira et al. (2025), emphasize teacher burnout as an escalating public health issue affecting occupational health, educational quality, and student outcomes, reinforcing that addressing burnout is crucial not only for individual teachers but for broader educational effectiveness and pupil achievement, and long-term system-level supports are needed. These results reinforce the view, Maslach & Leiter (2016) argue that performance can improve if burnout levels are reduced through various methods and treatments.

Compared to previous studies, the key difference lies in the relative weight of variable effects: this study places organizational culture and mental health as the primary contributors to variability in teacher performance (~70% of model variance), whereas some earlier studies emphasized leadership, work motivation, or other structural factors as primary determinants.

For example, Titik Handayani found significant combined effects of school principal leadership style, teacher work motivation, and organizational culture on teacher performance indicating leadership may be an important moderator or antecedent not emphasized in the current model. Kalkan et al. assert that principal leadership creates a positive effect on organizational members and contributes to forming a strong school culture, so differences in focus between this study and leadership-centered studies may stem from differing mediator/moderator variables included. Glazzard & Rose (2019) also highlights situational stress triggers (assessment periods, extracurricular pressures, the unexpected, and leadership changes) these findings support the idea that temporal contextual variables are important and may explain the ~30% of variation not explained by the current model.

Critically, some prior studies show results that are not entirely linear or universal for instance Bernotaite & Malinauskiene (2017) and Iliyattunnisa & Ainy Fardana (2025) found more complex or non-significant relationships for certain psychosocial constructs suggesting the need for further research that considers moderators (e.g., leadership, working conditions, social support), mediators (e.g., work motivation, job satisfaction), and longitudinal designs to assess causal direction. This study makes a valuable contribution by explaining a large proportion of performance variance through three main predictors, but differences with prior research underscore the need to include structural and contextual variables (such as leadership, facilities, and school policies) and qualitative approaches to understand mechanisms behind the quantitative relationships.

Overall, previous research provides a strong theoretical and empirical foundation for the present results: organizational culture is consistently identified as a key factor Teasley; Prayoga & Yuniati; Hasibuan & Hadijaya, mental health is important for educational functioning (Ni Wayan Diana, 2024), and burnout affects motivation and performance though its role may vary with context and other variables (Bernotaite & Malinauskiene, 2017). The present findings reinforce the argument that interventions aimed at improving organizational culture, supporting mental health, and reducing burnout accompanied by supportive leadership policies, improved facilities, and career development programs, can be effective strategies to enhance teacher performance.

## CONCLUSION

This study concludes that burnout, mental health, and organizational culture exert a strong and statistically significant influence on teachers' performance in Bogor Regency. Burnout shows a negative effect, while positive mental health and a supportive organizational culture are associated with higher performance levels. The findings address the research objectives by quantifying these relationships and highlighting the relative importance of psychosocial and institutional factors in shaping teaching effectiveness. The study contributes to the literature by providing context-specific empirical evidence from Bogor Regency, offering actionable insights for policymakers and school administrators: targeted interventions to reduce teacher burnout, programs to promote mental well-being, and efforts to strengthen organizational culture (including facilities, career development, and work-life balance) are likely to improve teacher performance and, by extension, educational quality. This research also informs future intervention design and resource allocation in regional education systems. Limitations include reliance on cross-sectional survey data, which precludes causal inference; potential self-report bias in measuring psychological constructs; and the study's geographic focus on Bogor Regency, which may limit generalizability to other regions or educational contexts. Future research should use longitudinal or experimental designs and broader samples to validate and extend these findings.

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