

INVESTIGATION OF THE RELATIONSHIP BETWEEN THE TEACHERS' BURNOUT AND ACADEMIC ACHIEVEMENT OF STUDENTS: A CORRELATIONAL STUDY

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Abstract

The relationship between teachers' burnout and students' academic achievement is an important relationship to explore, as teachers feeling burnout may not be able to educate students resulting in low academic achievement. This study was carried out to find out the relationship between teachers' burnout and students' academic achievement. This study was descriptive correlational in nature. A convenient sampling technique was used. The researcher selected a sample from three districts in Punjab, i.e., Lahore, Sahiwal, and Faisalabad. The sample consisted of 319 secondary school teachers from different public sector schools in these districts. Maslach Burnout Inventory was used as an instrument to measure the level of burnout among these teachers. The results gathered of concerning districts were used to find the achievement scores of students. The data was analyzed using SPSS version 26. The results indicated a negative significant correlation between teachers' burnout and students' academic achievement. It means that students with low academic achievements were taught by teachers who had higher burnout. This study contributes significantly to the literature by highlighting burnout as a major predictor of academic performance among students.

Keywords: Teachers' burnout, Academic achievement, depersonalization, personal accomplishment, emotional exhaustion

Introduction

Teachers play a vital role in shaping children's lives. Teachers not only promote learning but also affect a child's social and emotional development. Teachers are coaches and mentors of their students. They also play their role to provide the power words reading with understanding. The teachers build future leaders. Teaching is not only a profession, but it is an activity to serve education. Teaching is a noble and sacred profession as well as the most stressful profession. High level of stress is the cause of burnout.

"Burnout is a state of emotional, physical, and mental exhaustion caused by excessive and prolonged stress" (Trauma-and-stressor-Related Disorders. 2013). Teacher burnout is not a new example, but due to many problems, burnout is at the top. Teacher burnout is a major problem that affects education at the district level (Alvy, H, & Robbins, P. (2010). Burnout is a similar condition found in an educator. The teacher often fails to meet the demands of his or her personal life.

Three stages of burnout. The first stage is due to the imbalance between resources and demands. The second stage is fatigue, deprivation, and emotional stress, which are concerned about individual health. This results in problems like headaches, sleepiness, and forgetfulness, which an individual attends to. The third stage is behavioural change. Burnout does not affect

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teachers, but it also affects students' academic achievement. Teachers' behaviour affects the student's academic, social, and emotional development. As a specific component of good health, teacher burnout has a significant on learning-catalyzed performance (Schleicher, 2018). Teacher burnout tends to mismanage the classroom in dealing with learners' anxiety and classroom behaviour. Teacher burnout can also be the cause of poor academic performance (Brower and Tomic, 2000).

Over the years, many teachers have been overwhelmed by their responsibilities and burdens. These teachers also face a lack of motivation, making it difficult for them to meet all the demanding demands of the teaching profession. As a result, they become stressed, and if this condition continues without proper treatment, it becomes the basis of teacher burnout. Teacher burnout can be a base of negative effects not only on the teaching profession but also on the student and teacher well-being. Are teachers facing burnout today? If this is true, then how serious are the symptoms of burnout? Does this issue apply to secondary school teachers? In connection with the aforementioned block, it is said that the primary and secondary school teachers were under stress (NUTP, 2005).

Creating a positive environment can reduce the likelihood of an individual isolating. Burnout is generally not strongly correlated with having an open-minded attitude. People who score high in this domain are often intellectually curious and willing to consider different perspectives. For them, challenges are opportunities for personal growth (Zimmerman, 2008). Research on coping strategies and their relationship to burnout has yielded conflicting results (Stratton et al., 1995). While some studies have emphasized the role of emotions, others have highlighted the importance of coping strategies (David & Suls, 1999). The inconsistent findings may explain why the mean size of burnout scores is lower. Researchers have suggested that more open-minded teachers are less likely to experience burnout.

Burnout is often viewed as a personal failure, affecting individuals' relationships with colleagues and students. It can lead to low self-efficacy and work burnout. Job-related psychological stress and burnout can be explained in three aspects, as defined by Maslach, Schanfeld, and Leiten (2001). They describe burnout as the psychological stress that arises from interpersonal employment, and it can be defined in three ways.

Studies have shown that burnout, which can manifest as emotional exhaustion, depersonalization, and a decrease in personal accomplishment, is less common in older individuals than in younger ones. Various studies have reported different results on the relationship between age and burnout, with some showing a negative relationship between the two. Younger professionals, such as those in teaching, nursing, school principals, or university lecturer positions, are more prone to experiencing burnout than older individuals (Zohar, 1997).

Academic achievement is an individual's performance in achieving specific goals in educational institutions such as schools, colleges, and universities. "Academic achievement is a range to which an institution has achieved either short or long-term goals" (Richardson, 2012). Without a proper and nurturing environment in educational institutions, there is a heavy

academic burden on students. Students are feeling tired of academics. This educational pressure has had a negative impact on the students. Heavy workloads and demands in inadequate resources teacher may lead to burnout and hurt the academic performance of students. For this reason, the teacher-student relationship is not strong. Because of burnout, teachers do not understand the personal problems of students. Due to this reason, students also become victims of academic burnout. So, students lose interest in their studies and cannot get good academic grades.

Due to a conducive environment for learning in the classroom, the teachers are stressed. Students who were weak academically from the start of the year remained so until the end, they would make the teachers more stressed. Such a teacher's class suffers from behavioural problems, and the academic and social development of students is not possible. Parent engagement is also a major reason for teacher burnout. Parents have a lot of expectations from teachers regarding their children. From the parents' point of view, teachers are responsible for the student's academic performance. Lack of administration support, communication, and colleague collaboration also develops teacher burnout. In this study, we will examine the factor that causes teacher burnout. We will examine the relationship between teacher burnout and academic achievement.

Problem Statement

Teachers have to face several difficulties and professional problems during their careers. Most of the time, they are capable of overcoming their problems, but occasionally they quit teaching. This burnout not only influences their lives but also the student's academic achievement. There is little evidence of the effects of teacher burnout on student academic achievement. But none is available from the Pakistani perspective. Therefore, the researcher has designed a study to investigate "Investigation of the relationship between the teachers' burnout and academic achievement of students: a correlational study."

Objectives of the Study

The objectives of the study are:

- 1- To determine the relationship between teachers' burnout and students' academic achievement.

Research Questions

The research questions of the study are;

1. What is the relationship between teachers' burnout and students' academic achievement?
2. What is the relationship between male teachers' burnout and male students' academic achievement?
3. What is the relationship between female teachers' burnout and female students' academic achievement?

4. What is the relationship between urban teachers' burnout and students' academic achievement?
5. What is the relationship between rural teachers' burnout and rural students' academic achievement?
6. What is the relationship between science teachers' burnout and science students' academic achievement?
7. What is the relationship between art teachers' burnout and art students' academic achievement?

Significance of the Study

The study is very significant in terms of its effects on the teaching-learning process, policy-making, and the future. As far as the teaching-learning process is concerned teacher burnout can affect students learning, classroom orientation, and peer relationship. The study is a source of information about teacher burnout and its corresponding effects on the areas relating to the students.

Policy-making influences the teaching and learning process and is the reason for teacher burnout. Pakistan's educational system lacks an adequate budget, a lack of implementation of the policy, failure examination system, a lack of physical facilities, and lack the quality of teachers, directionless education, and no implementation of educational policies.

The formation of the above mention problems and the right implementation of policies solve the burnout problem (Iqbql M, 1981). The study helps reduce teacher burnout and understand the problems in the teaching-learning process in the future. Such as individual differences, teacher-student relationships, colleague relationships, parent meetings, administrative pressure, etc.

Delimitations of the Study

The study was confined to the following delimitations:

1. Only Public and private boys & girls secondary schools were taken for study.
2. The study was conducted in Lahore, Okara, and Faisalabad high schools.
3. The study was delimited to the questionnaire for the data collection.

Operational Definitions

Burnout has such symptoms there is emotional exhaustion, a careless attitude, and a low level of success in an individual (Maslach et al. 2001).

Burnout is long-term chronic stress (Maslach, 2003) and explains there are three categories emotional exhaustion, depersonalization, and personal accomplishment which represent burnout (8- Sep-2018).

Teacher burnout

Long-term mental, emotional, and physical exhaustion becomes the reason for stress and ruined one's professional efficacy (Hickmon-Rosa, & Reinke, 2018).

Academic Achievement

Good (1959) stated that students' knowledge which is measured by tests or scores is called academic achievement.

Research Methodology

The research methodology includes the following steps of study, research designs, research method, population, target population, sample procedure, sample size, research tools, data gathering, and data analysis. All the steps are followed accurately by the researcher to complete the current study. A detail of research steps and procedures that reflect the research methodology is provided here.

Research Paradigm

The study's goal is to look at the influence of teacher burnout on students' academic progress in secondary school. The study discovered a link between teacher burnout and children's academic progress. Identified the issues affecting both instructor and student performance.

Discuss the approach used to obtain the findings now. The study was quantitative in nature, with the population consisting of public and private secondary schools from Punjab, Pakistan. The purpose of choosing the study method was that to easily control the study variables by researcher. Collection the data from both male, and female (SSTs). Not only urban but rural schools including also. The selection of population from Punjab was due to find out the teachers and students related problems from this area. AS a sampling selected three (Lahore, Faisalabad, Sahiwal) large divisions. For data collection used a Maslach Burnout Inventory (MBI) questionnaire, consisted on 22 items, and 3 factors.

Research Design

The study aims to investigate the impact of teacher burnout on students' academic achievement at the secondary level. The nature of the current study is quantitative. The purpose of choosing this research design was to analyze the opinion of a large population in an efficient manner. Methodologically, this is a survey-type study. For teachers, a questionnaire comprising 22 items was developed.

Population of the Study

The population of the study consisted of public and private high schools in the province of Punjab. The data were collected from both male and female teachers. Both urban and rural schools were included in this research.

Sample and Sampling Techniques

In Punjab, there are ten divisions but the researcher selected only three divisions (Sahiwal, Lahore & Faisalabad) by using a convenient sampling technique. The data was collected from 319 secondary school teachers (SSTs).

Theoretical Framework

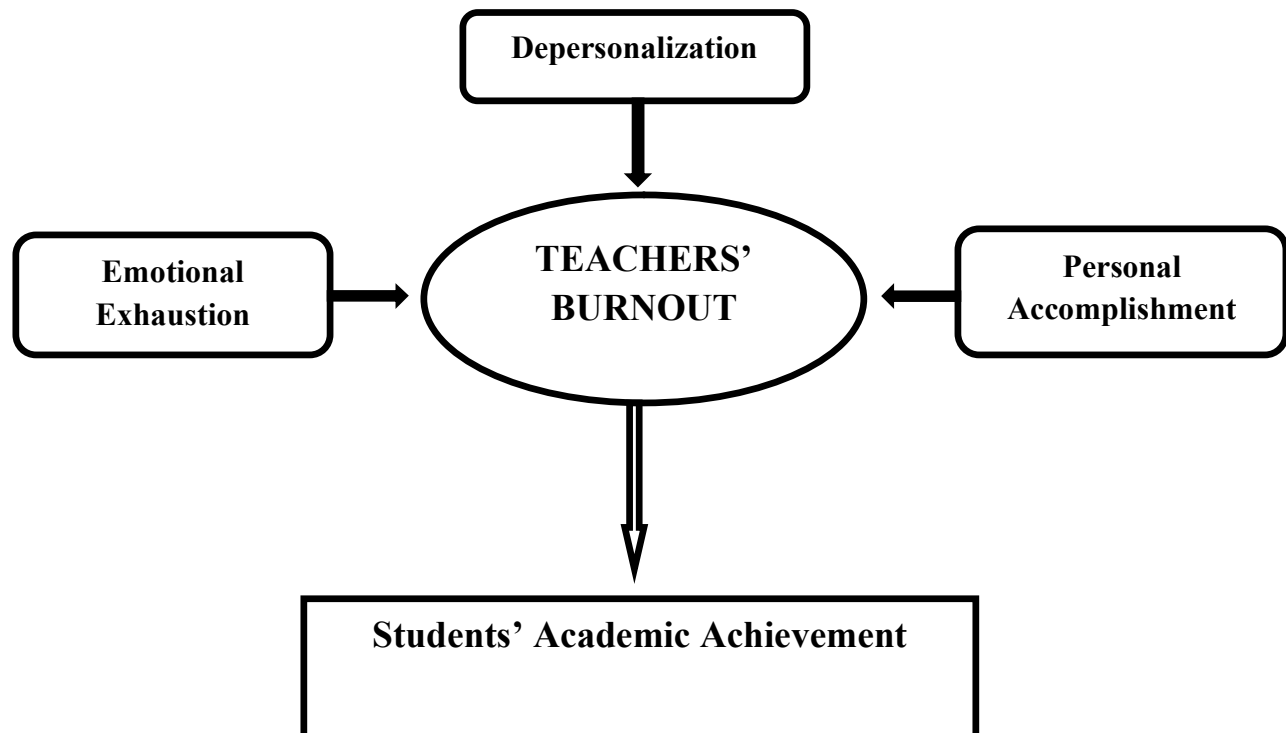


Figure 1: The three components of burnout based on the Maslach & Jackson theory

Maslach and Jackson (1981) expressed that people who are affected by burnout can be ranked in grouping: emotional exhaustion, depersonalization, and reduced personal accomplishment. For example, burned-out teachers have argued that they had outstanding instructions for their students that are delivered to them. And they have no more something for instructions.

Depersonalization is an inactive emotional state that leads the occupational stress. Individuals affected by depersonalization, have negative attitudes and keep their distance from family and colleagues. They try to away from gathering, and not addressing their problems. They have on purpose to keep separation from them. People, who have perceptions of unsuitable

performance in their job, have considered negatively themselves about personal accomplishments.

Teachers, who have decreased personal accomplishment, no more want to improve their students' performance. Such a person has a situation like headaches, fatigue, stomach problems, ulcers, an elevated heart rate, breathing difficulties, and neurological diseases, which are the symptoms of burnout (Talmor, 2005).

Among the psychological disorders are anger, depression, long-term tension, confusion, stumbling, habitual, a long-lasting sense of inadequacy, and a disgusting Attitude (Talmor, 2005). Furthermore, slowness interrupted sleep, and intellectual disability is identified as burnout (Schaufeli & Buunk, 2003).

Instrument of the Study

A questionnaire was used to collect data from the concerned respondents. For this purpose, the researcher used the *Maslach Burnout Inventory* (1981) which consisted of 22 items and 3 factors. Their details are given below:

Table 1

Sr	Factors	Items
1	Occupational Exhaustion (EE)	1,2,3,6,8,13,14,16,20
2	Depersonalization (DP)	5,10,11,15,22
3	Personal accomplishment Assessment (PA)	S4,7,9,12,17,18,19,21

Data Collection

Maslach Burnout Inventory (MBI) is used to investigate the impact of teacher burnout on students' academic achievement from a Pakistani perspective. It was designed on seven point Likert scale i.e. Never, At least a few times a year, At least once a month, several times in a month, once in a week, several times a week, and every day. Among the demographic elements (name of institute, locality, subject area, pay scale, gender, and student's academic achievement) were discussed and collected data. The questionnaire was distributed among 401 secondary school teachers of which 319 did respond. The response rate was about 79.75% which was satisfactory for the research.

Data Analysis

When the process of data collection was completed then it was entered into a statistical package of social science (SPSS). Coding was completed on variables and factors of the questionnaire. Use statistical technique, t-test for used to get the results.

Data Analysis

The purpose of the study was to find out the impact of teacher burnout on students' academic achievement at the secondary level. This chapter gives a detailed statistical analysis of study variables i.e. professional burnout of teachers (Emotional exhaustion, depersonalization, and personal accomplishment). Data analysis is an important part of every research conducted in the field because the entire research depends upon the results. The collected data is studied, described, discussed, and analyzed in this part. For this purpose, Statistical Package for Social Science (SPSS-20) was used. Further details are given below:

Relationship between Teachers' Burnout and Students' Academic Achievement

Table 2

Relationship between Teachers' Burnout and Students' Academic Achievement

Variable	N	Mean	Pearson r	P-value
Burnout	319	2.829	-.165	.003
Achievement	319	3.50		

**Correlation is significant at the 0.05 level (2-taild).

Analysis of data in Table 2 reflects that there exists in significant and negative correlation ($P = .003 < 0.05$, $r = -.165$) between teachers' burnout and students' academic achievement. It means higher burnout will decrease students' academic achievement.

Relationship between Teachers' Burnout and Students' Academic Achievement

Table 3

Relationship between Male Teachers' Burnout and Male Students' Academic Achievement

Variable	N	Mean	Pearson r	P-value
Burnout	201	2.837	-.149	.035
Achievement	201	3.40		

**Correlation is significant at the 0.05 level (2-taild).

It is obvious from Table 3 there are exists significant and negative correlations ($p = .035 < 0.05$, $r = -.149$) between male teachers' burnout and male students' academic achievement. It is clear; burnout affects students' academic achievement.

Relationship between Female Teachers' Burnout and Female Students' Academic Achievement

Table 4

Relationship between Female Teachers' Burnout and Female Students' Academic Achievement

Variable	N	Mean	Pearson r	P-value
Burnout	118	2.8171	-.214	.020
Achievement	118	3.69		

** Correlation is significant at the 0.05 level (2-tailed).

Table 4 shows that correlation there exists a significant correlation ($p = .020 < 0.05$, $r = -.214$) between female teachers' and female students' academic achievement. Results show that burnout will affect students' academic achievement.

Relationship between Urban Teachers' Burnout and Urban Students' Academic Achievement

Table 5

Relationship between Urban Teachers' Burnout and Urban Students' Academic Achievement

Variable	N	Mean	Pearson r	P-value
Burnout	263	2.8111	-.145	.019
Achievement	263	3.55		

** Correlation is significant at the 0.05 level (2-tailed).

Analysis of data in Table 5 reflects that there exists a significant correlation ($p = .19 < 0.05$, $r = -.145$) between urban teachers' burnout and urban students' academic achievement. It means higher burnout will affect the student's academic achievement.

Relationship between Rural Teachers' Burnout and Rural Students' Academic Achievement

Table 6

Relationship between Rural Teachers' Burnout and Rural Students' Academic Achievement

Variable	N	Mean	Pearson r	P-value
Burnout	56	2.9180	-.198	.143
Achievement	56	3.30		

** Correlation is significant at the 0.05 level (2-tailed).

Table 6 shows that there exists no significant correlation ($p = .143 > 0.05$, $r = -.198$) between rural teachers' burnout and rural students' academic achievement. It means that rural teachers' burnout will not effect on rural students' academic achievement.

Relationship between Science Teachers' Burnout and Science Students' Academic Achievement

Table 7

Relationship between Science Teachers' Burnout and Science Students' Academic Achievement

Variable	N	Mean	Pearson r	P-value
Burnout	158	2.7657	-.227	.004
Achievement	158	3.53		

** Correlation is significant at the 0.05 level (2-tailed).

It is obvious from Table 7 that there exist results significant and correlation ($p = .004 < 0.05$, $r = -.227$) between science teachers' burnout and science students' academic achievement. Results show that science teachers' burnout will decrease the student's academic achievement.

Relationship between Arts Teachers' Burnout and Arts Students' Academic Achievement

Table 8

Relationship between Arts Teachers' Burnout and Arts Students' Academic Achievement

Variable	N	Mean	Pearson r	P-value
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Burnout	151	2.8928		
Achievement	151	3.48	-.076	.336

** Correlation is significant at the 0.05 level (2-tailed).

Table 8 shows that the results no significant and negative correlation ($p = .336 > 0.05$, $r = -.076$) between the arts teachers' burnout and arts students' academic achievement. It means the arts teachers' burnout will have no negative effect on arts students' academic achievement.

Conclusion

The following conclusions are here from the study;

The study analyzed "The Impact of Teacher Burnout on Students' Academic Achievement" at the secondary level. There are significant correlations between burnout and students' academic achievement. The findings of the study showed that there is the teachers' burnout level poor. They have less feeling about burnout symptoms which has three categories (emotional exhaustion, depersonalization, and personal accomplishment). The study revealed that students' academic achievement level is poor. It means students are not properly engaged in learning. On the other hand, findings showed a low level of teacher burnout but it strictly affected students' academic achievement. That's why the rate of their outcomes is poor.

There is no significant difference between male and female teachers' burnout, and the study found a significant difference between male and female students' academic achievement. The study analyzed the negative significant correlations between male teachers' burnout and male students, whereas significant correlations between female teachers and female students' academic achievement. There is no significant difference between male and female teachers' burnout, and the study found a significant difference between male and female students' academic achievement. The study analyzed the negative significant correlations between male teachers' burnout and male students, whereas significant correlations between female teachers and female students' academic achievement. So the conclusion is that there is male and female teachers' burnout level is the same but both students' academic achievement rate is different.

There is no significant difference between urban and rural teachers' burnout, and similarly no significant difference between both rural and urban students' academic achievement. But there is found some difference in urban teachers' burnout, and urban students' academic achievement whereas rural teachers' burnout and students' outcomes rate is equal. The analysis reveals that urban teachers have more effecting by burnout in urban schools rather than rural teachers.

The results of the study showed that there is a significant difference between the science and arts teachers' burnout levels, on the other hand, no difference between science and arts students' academic achievement rates. The findings of the study indicate a significant relationship between science teachers' burnout and science students' academic achievement

levels. It means science teachers are satisfied with their job, and students are pleasantly engaged in the teaching-learning context. Whereas the arts teachers have burnout and are not satisfied a bit with their job that's why their students' performance level is low.

Discussion

The present study aimed to the analysis "Impact of Teacher Burnout on Students' Academic Achievement" at the secondary level. The quantitative approach was used for getting results. The Maslach burnout inventory (MBI, 1981) was used for data collection. Data was collected through a questionnaire comprising 22 items and 3 factors.

Teacher burnout is a crucial aspect that affects students' academic achievement (Schleicher, 2018). Due to this, students face many problems. They cannot understand the attitude of teachers, and cannot able to that they discuss with the teacher in some learning context. On the other hand, the teachers' mental state does not in a position the assist their students in positive behaviour. Moreover, Klusmann et al. (2008) stated that due to burnout disturbs the performance of language-learning learners. Madigan and Kim (2020) stated that teacher burnout is linked with inferior educational outcomes and low levels of zeal. But there is no interlink between teachers' burnout and students' well-being. Arens and Morin (2016) analyzed the study and found a relationship between burnout, and students' academic results. As previous research stated this study results that teacher burnout affected students' academic achievement. Such teachers cannot explore, and polish the students' skills.

There are many reasons for urban teacher burnout as stated in previous studies. There is the possibility that urban teachers have more burnout than rural (Wong Yee Von, 2022). Teacher burnout arises among urban teachers due to an unhealthy environment because teachers have no suitable surroundings for attending teaching online sessions. This research relates to the old study (Zhang, 2020; Zhou, 2020; Canitio & Gasparilla, 2021). As well as they have been pressurized by authoritative administration due to the heavy workload. The study findings about rural teacher burnout, burnout occurs in teachers due to heavy workload, lack of resources, and time management. Burnout arises among rural teachers for inadequate teaching tools because teachers do not give their best to students. And the backward area and its people are the major cause enough for creating burnout among rural teachers, particularly females. There is a poor internet connection also arises burnout among rural teachers. And this burnout affected the rural student's outcomes.

The analysis of the study shows results about the correlation between arts and science teachers' burnout. The science teachers are satisfied with their job and their students' outcomes are good. On the other hand in this study, the arts teachers have high burnout which affects the students' outcomes rate. However, the academic achievement of science and arts students has an equal level, but if arts teachers' burnout, does not affect the arts students their outcomes rates will be good than science students. let's see the previous research from this perspective

The study aims to evaluate the determined relationship between science, and art teacher burnout and students' academic achievement (Sündüs, Yerdelen, 2016). Lack of time and

administration pressure cause increasing burnout (Soyibo, 1994). The study results are that teachers who have a high level of job satisfaction got instructed by the faculty of both science and arts subjects rather than those who graduated only from the education faculty. Some educators who studied at the Faculty of Education were having reduced levels of personal accomplishment, on the other hand, the educators have studied at the Faculty of Science and Arts have satisfied with their accomplishments. And some studies show that there is no difference between educators' instruction faculty types and burnout. Teachers were satisfied from graduated all types of faculty (Taşdan & Tiryaki, 2008). The increasing burnout level among arts teachers and future arts teachers is a harmful perspective for the educational department. As well as all perspectives which increased the teachers' burnout and affected the students' outcomes?

Recommendations

The under mention are some of recommendations to overcome “The Impact of Teacher Burnout on Students’ Academic Achievement” at secondary level.

1. In school, a healthy environment can reduce the level of teacher burnout.
2. A healthy environment for teachers should be at home.
3. The head teacher the value of teachers' points of view and opinions.
4. Reduce the level of workload for teachers.
5. Equally, facilitate the science and arts teachers.
6. The government should facilitate the schools.
7. Provide adequate teaching tools.
8. The government should increase the salary package for teachers.
9. Should be conduct counseling workshops for teachers.
10. Make new educational policies for reducing educational problems. Should be Conduct more studies on the topic of teacher burnout at different academic levels.
11. Especially conduct a study for arts teacher burnout.
12. Should be facilitated arts teachers like science teachers.

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