

## Burnout among the non-government secondary school teachers in Bangladesh: Prevalence, causes and effects

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**Abstract:** Nowadays, psychological burnout is prevalent in all professions. The purpose of this study is to investigate the prevalence, causes, and consequences of burnout among non-government school teachers in Panchagarh. This study used an explanatory sequential mixed approach. A stratified random selection methodology was employed to pick 25 schools, and 242 teachers were chosen using a simple random sample procedure. Finally, a purposive sample technique was used to select 15 teachers. Data was acquired using a standardized questionnaire and in-depth interviews. The Maslach Burnout Inventory-Educator Survey (MBI-ES) was used to assess the prevalence of burnout. Data was analyzed by descriptive statistics and thematic analyses. The study found a high prevalence of burnout in non-government school teachers in Panchagarh, with 48.35% experiencing high emotional exhaustion, 51.24% high depersonalization, and 45.04% low personal accomplishment. Also, the study found that low salary are the most contributing factor to burnout. Furthermore, 78.6% of respondents agreed that teacher burnout has negative effects on student academic achievement. Finally, the presence of teacher burnout in education is a challenging issue, as it negatively affects every aspect of the learning and teaching process. This study has implications for policymakers to develop plans to reduce teacher burnout and enhance teachers' overall well-being.

**Keywords:** Depersonalization, emotional exhaustion, low personal accomplishment

**Abstrak:** Saat ini, kelelahan psikologis lazim terjadi di semua profesi. Tujuan dari penelitian ini adalah untuk mengetahui prevalensi, penyebab, dan konsekuensi dari kelelahan di kalangan guru sekolah non-pemerintah di Panchagarh. Penelitian ini menggunakan pendekatan campuran sekuensial eksplanatori. Metodologi seleksi acak bertingkat digunakan untuk memilih 25 sekolah, dan 242 guru dipilih menggunakan prosedur sampel acak dasar. Terakhir teknik *purposive sample* digunakan untuk memilih 15 guru. Data diperoleh dengan menggunakan kuesioner standar dan wawancara mendalam. *The Maslach Burnout Inventory-Educator Survey* (MBI-ES) digunakan untuk menilai prevalensi kelelahan. Data dianalisis dengan statistik deskriptif dan analisis tematik. Studi menemukan prevalensi kelelahan yang tinggi pada guru sekolah non-pemerintah di Panchagarh, dengan 48,35% mengalami kelelahan emosional yang tinggi, 51,24% mengalami depersonalisasi yang tinggi, dan 45,04% pencapaian pribadi yang rendah. Selain itu, penelitian ini juga menemukan bahwa gaji rendah merupakan faktor yang paling berkontribusi terhadap kelelahan. Lebih lanjut, 78,6% responden setuju bahwa kelelahan guru berdampak negatif terhadap prestasi akademik siswa. Terakhir, adanya kelelahan guru di bidang pendidikan merupakan permasalahan yang menantang karena berdampak negatif pada setiap aspek proses belajar dan mengajar. Studi ini mempunyai implikasi bagi pembuat kebijakan untuk mengembangkan rencana yang bertujuan mengurangi kelelahan guru dan meningkatkan kesejahteraan guru secara keseluruhan.

**Kata kunci:** Depersonalisasi, kelelahan emosional, pencapaian pribadi yang rendah

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## INTRODUCTION

Burnout among professionals has been defined from several viewpoints. Nevertheless, the definitions have a common understanding that burnout is a chronic illness characterized by persistent psychological, emotional, and physical tiredness brought on by

continuous stress and negative feelings regarding one's professional competence (Maslach, 1982; Schaufeli et al., 2009; Herman et al., 2018, Mahmoodi-Shahrehabaki, 2019). Three components make up the concept: depersonalization, diminished individual achievement, and psychological exhaustion (Maslach et al., 2001).

Teacher burnout is a circumstance that occurs when a teacher is suffering from occupational burnout, meaning they are unable to effectively fulfill their professional roles and responsibilities due to ongoing stress related to their job (Shackleton et al., 2019). Teachers experience a higher level of psychological burnout and stress in comparison to individuals in other professions (Fathi et al., 2021; Kovess-Masfety et al., 2007; Ouellette et al., 2018). Teacher burnout has a direct effect on the teaching effectiveness as well as the mental and physical well-being of teachers (Domitrovich et al., 2016; Capone & Petrillo, 2018). However, it also has negatively impact on students' academic performance and social interactions (Klusmann et al., 2016; Madigan & Kim, 2021). On the other hand, reduced self-efficacy might represent the result of higher levels of teacher burnout (Khani & Mirzaee 2015).

The phenomenon of teacher burnout has been evidenced by research carried out in a variety of countries and educational environments (Durr et al., 2014; Marek et al., 2017). The causes of burnout among teacher have been suggested and examined from three distinct perspectives: organizational, transactional and individual (Chang, 2009; Durr et al., 2014). Organizational elements that contribute to burnout encompass a negative classroom environment, conflicting responsibilities, low wage, excessively big class sizes, student misconduct, insufficient support from administrators, heavy workloads, limited job mobility, excessive paperwork, extensive testing, and unclear duties and responsibilities (Durr et al., 2014; Gold & Roth, 2013; Larrivee, 2012; Marek et al., 2017; Xu, 2013). Factors contributing to teacher burnout include: individual components such as age, experience, education level, language, gender, and socioeconomic background (Chang, 2009; Gold & Roth, 2013). Finally, Chang (2009) stated that transactional factors also contribute to the course of burnout. Transactional factors comprise the interplay between individual elements and organizational and/or societal problems. Moreover, research suggests that teacher burnout has negative effects on Teacher's self-confidence, self-esteem, inspiration, efficiency, and overall job satisfaction (Gold & Roth, 2013; Herman et al., 2018; Larrivee, 2012; Marek et al., 2017; Skaalvik & Skaalvik, 2014).

The prevalence of moderate to high burnout among teachers is found to range from 25.12% to 74%, indicating that burnout is an ongoing problem (Agyapong et al., 2022). Nine research from eight different countries in Africa, Asia, Europe, North and South America, and Europe combined to form a meta-analysis revealed that the overall prevalence of teacher burnout during the COVID-19 pandemic was 52% (95% CI 33-71%). This percentage is higher than the reported burnout rates among physicians (Ozamiz-Etxebarria et al., 2023). Chronic stress and burnout are connected to negative effects on both physical and mental health and can contribute to disorders like depression, sleep disturbances, diabetes, heart disease, gastric problems, lung disease, and premature death before the age of 45 (Salvagioni et al., 2017).

According to a cross-sectional study found that 33.3% of teachers indicated experiencing significant symptoms of burnout (Méndez et al., 2020). A study found that 28.43% of teachers experienced a high level of burnout in the domain of personal

accomplishment (Shukla & Trivedi, 2008). A further study found that 28.7% of teachers reported feeling depersonalized, and 49.6% reported feeling extremely emotionally exhausted and 54.1% had a sense of inefficacy (Vlăduț & Kallay, 2011). A systematic review and meta-analysis of research show burnout among physical education teachers (Alsalleh et al., 2021) found that the incidence rates for depersonalization (14.5%), low levels of personal achievement (29.5%) and emotional exhaustion (28.6%). Another cross-sectional study (Hk et al., 2012) reported that Job satisfaction and turnover intentions were both significantly affected directly by emotional exhaustion.

Work overload can lead to burnout by decreasing individuals' capacity to fulfill job requirements, rest, recuperate, and achieve balance, especially when it becomes a chronic condition (Maslach & Leiter, 2016). The consequences could be less productivity, less positive relationships with colleagues and students, reduced psychological well-being, perceptions of inadequacy, and a lower standard of living overall (Vlăduț & Kallay, 2011). Classroom conflict in educational settings can significantly contribute to teachers experiencing higher levels of burnout and stress. A study found that the Cultivating Awareness and Resilience in Education (CARE) program, a training program for teachers, had a notably favorable effect on the classroom's emotional support system. It also enhanced teachers' social and emotional skills and improved the quality of their interactions in the classroom (Jennings et al., 2017). A study conducted among teachers in Canada found higher levels of support from colleagues contributed to the anticipation of burnout, mostly leading to increased feelings of achievement and reduced depersonalization (Greenglass et al., 1997). Different results have been reported in the research on the labor requirements affecting each educational level. A study conducted during the pandemic compared burnout syndrome markers among teachers at different levels of education. The findings showed that basic education teachers presented higher scores of burnout rates compared to higher schools (Ramos et al., 2023).

In the context of Bangladesh, studies conducted on the causes of teacher burnout have emphasized demographic and work environment as factors contributing to teacher burnout. Hossain et al. (2021) investigated the influence of several demographic factors on teachers' involvement in extra-teaching assignments. These factors included teaching experience, types of school, working hours, and gender. Moreover, a study identified three work climate factors named Innovation, Professional Growth, and Recreation that significantly affect at least one component of teacher burnout as well as the overall burnout score (Hossain & Sultana, 2022). Organizational factors contribute to teacher burnout and its effects are still unknown which we conduct in this study.

According to our knowledge, no published research has been done on the causes and effects of teacher burnout in any particular region of Bangladesh. Therefore, this study enables a more comprehensive contextualization of Bangladesh's educational environment with respect to the prevalence, causes, and effects of teacher burnout. Thus, the objective of this study is to address the knowledge gap in existing literature in this field. Consequently, the study will further create appropriate interventions to assist teachers' mental health and well-being, add to the existing body of literature, and encourage further study in this area. Considering all the above, the purpose of this study was to explore the prevalence, causes and effects of burnout in the context of Bangladesh. The specific objectives of this study include:

1. To find out the prevalence of burnout among non-government secondary school teachers.
2. To investigate the causing factor of burnout among non-government secondary school teachers.
3. To explore the perceptions of teachers regarding the effects of burnout among non-government secondary school teachers.

The study is significant because it will help policymakers to develop intervention strategies to enhance teachers' mental health and well-being as well as students' academic progress.

### **Theoretical framework**

Theoretical models examining the relationship between effective classroom instruction and teacher well-being suggest that burnout can influence students' learning experiences and achievements (Chang, 2009). Out of all these theories, the prosocial classroom model is the most applicable to the current study. The theory argues that the psychological state and socioemotional functioning of teachers affect their ability to effectively deliver instruction and regulate classroom behaviors. These attributes will eventually affect the achievements of students, including performance and motivation (Jennings & Greenberg, 2009).

Furthermore, burnout theory itself offers theoretical explanations. Regarding this specific issue, Maslach and Leiter (1999) posited that teacher burnout, particularly emotional exhaustion, and cynicism, will result in reduced engagement and dedication during lesson planning, as well as less positive social conduct towards students (Madigan & Kim, 2021). Additionally, Burnout can also lead to other withdrawal symptoms, such not attending classroom (Taris, 2006). Teachers who are emotionally exhausted and cynical will be more judgmental of students' performance and provide less help. As a result, students may experience a decrease in their sense of competence and a reduced motivation to engage in learning for the reason of itself. Consequently, this can lead to a decline in their overall learning ability and the quality of their learning. The condition of burnout can create a significant gap between students and teachers, which in turn can harm students' feelings of relationships, mental wellness, and sense of belonging.

### **METHOD**

This study has adopted an explanatory sequential mixed method to effectively address the research questions and objectives, requiring both qualitative and quantitative methods. Utilizing mixed-method research can provide a more comprehensive and precise representation of the causes and addressing of burnout (Mahmoodi-Shahrehabaki, 2019). Explanatory sequential mixed methods includes first obtaining quantitative data, then collecting qualitative data to provide more insight or explanation of the quantitative findings (Creswell, 2012). In this study, first, the researcher collected quantitative data to find out the prevalence, causes, and effects of teacher burnout. Then, qualitative data were collected to explore further insights into the causes and effects of teacher burnout.

## Study area

The research population comprises all non-government high school teachers who are under the Monthly Pay Order (MPO) in the Panchagarh district of Bangladesh. MPO refers to the government portion of the salary of non-government educational institutions. Although this study focuses on teacher burnout in a specific district of Bangladesh, the issue exists throughout the country. The researchers also find that this area is one of the representatives as a sample of other areas in Bangladesh. The findings of this localized study represent a larger national trend, providing insight that can be applied to similar contexts across Bangladesh.

## Sampling design

The study selected participants using both probability and non-probability sampling techniques. In the process of quantitative data collection, a stratified random sampling technique was employed to select 25 schools. Subsequently, a simple random sampling technique was employed to choose 242 teachers from these schools. For the qualitative data collection, a purposive sampling approach was utilized to choose 15 teachers who have recently experienced mental stress and exhaustion. According to Sandelowski (1995), A sample size of 10 would be adequate to collect qualitative data on a homogeneous population.

Table 1. Socio-demographic characteristics of study participants

| Socio-demographic variables |                | Frequency<br>(N=242) | Percentage of the<br>Respondents |
|-----------------------------|----------------|----------------------|----------------------------------|
| Age (years)                 | 28 to 38       | 46                   | 19.01                            |
|                             | 39 to 48       | 100                  | 41.32                            |
|                             | 49 to 58       | 96                   | 39.67                            |
| Sex                         | Male           | 153                  | 63.2                             |
|                             | Female         | 89                   | 38.8                             |
| Marital Status              | Merited        | 229                  | 94.63                            |
|                             | Unmerited      | 13                   | 5.37                             |
| Educational Qualification   | Degree         | 62                   | 25.62                            |
|                             | Honors         | 111                  | 45.87                            |
|                             | Masters        | 69                   | 28.51                            |
| Teaching Experience         | Below 3 years  | 24                   | 9.9                              |
|                             | 3-6 years      | 17                   | 7                                |
|                             | 7-10 years     | 15                   | 6.2                              |
|                             | 11-14 years    | 21                   | 8.7                              |
|                             | Above 14 years | 165                  | 68.2                             |

## Data collection instruments

The quantitative aspect of this study involved administering structured questionnaires, while the qualitative component consisted of conducting In-depth interviews (IDIs). Data was collected in two phases: first, administering a questionnaire

from October to November 2023, followed by conducting in-depth interviews in December 2023.

The structured questionnaire is designed to assess various aspects of teacher burnout through a comprehensive, four-part approach. The first part gathers sociodemographic characteristics. The second part utilizes the Maslach Burnout Inventory-Educator Survey (MBI-ES). MBI-ES comprises a 22-item instrument that assesses personal accomplishment, depersonalization, and emotional exhaustion. The frequency with which teachers identify with the statements is determined and indicated using a 7-point Likert scale: 0 (never), 1 (a few times a year or less), 2 (once a month or less), 3 (a few times a month), 4 (once a week), 5 (a few times a week), and 6 (every day). For each of the three dimensions, High-level burnout was defined as emotional exhaustion scores  $\geq 30$ , moderate burnout as 18–29, and low-level burnout as 0–17. In a similar vein, depersonalization ratings fell into three categories: low, 6–11, and 12 and above. Lastly, 0–33 was high, 34–39 was moderate, and 40 and above was low for personal accomplishment. A Cronbach's alpha of 0.823 was found for the entire scale when the MBI-ES questionnaire's internal consistency was assessed. This indicates that the scale is reliable. In the third part, respondents identify potential causes of burnout using a multiple-choice format, which allows multiple options to be selected in a question. This approach was chosen because a teacher can experience burnout from multiple sources. Finally, explores the effects of burnout using a Likert scale. This included 8 linear scale questions, ranging from strongly agree (1) to strongly disagree (5). The Cronbach's alpha for the Likert scale measuring the effects of burnout is 0.778. which indicates that the scale is reliable.

The in-depth interview method was used to gain insight into teachers' emotional states, their experiences with burnout, and the effects of their experiences with burnout. A semi-structured question was used to collect qualitative data. To ensure the clarity and comprehensibility of the question, a pilot interview with 2 teachers was conducted beforehand. Feedback and observations from the pilot study were used to refine the language and content of the final questionnaire. The participants were asked a series of insightful inquiries related to the study's objectives, with each interview extending between 30 to 50 minutes.

### **Data analysis and interpretation**

IBM SPSS version 25 was utilized for all statistical analysis of quantitative data. Descriptive statistics were summarized for sociodemographic characteristics, Likert scale as well as prevalence estimates of the teacher's burnout. On the other hand, qualitative data from the interviews were analyzed by thematic analysis. The analysis procedure adheres to Braun and Clarke (2006), six-step strategy, which includes: familiarizing oneself with the data, creating preliminary codes, recognizing themes, evaluating themes, defining and classifying themes, and finally, preparing the report.

### **Ethical consideration**

The study was conducted following the 1964 Declaration of Helsinki and its subsequent amendments. Prior to participating in the study, all respondents provided verbal informed consent. Also, this study ensures certain principles, including voluntary participation, anonymity, and confidentiality.

## RESULTS AND DISCUSSION

### Prevalence of burnout among teachers

Table 2 presents the prevalence of burnout among teachers categorized into three domains based on the Maslach Burnout Inventory (MBI): Emotional exhaustion, depersonalization, and lack of personal accomplishment. In the Emotional exhaustion domain, a majority of teachers experience high levels of burnout. Specifically, 117 respondents, representing 48.35% of the sample, report high-level burnout. Moderate burnout is experienced in 66 respondents, accounting for 27.27% of the total. However, 59 respondents, or 24.38%, experienced low-level burnout.

Table 2. Prevalence of burnout among teachers

| MBI domain              | Levels             | Frequency (N=242) | Percentage of the Respondents |
|-------------------------|--------------------|-------------------|-------------------------------|
| Emotional Exhaustion    | Low-level burnout  | 59                | 24.38                         |
|                         | Moderate burnout   | 66                | 27.27                         |
|                         | High-level burnout | 117               | 48.35                         |
| Depersonalization       | Low-level burnout  | 53                | 21.90                         |
|                         | Moderate burnout   | 65                | 26.86                         |
|                         | High-level burnout | 124               | 51.24                         |
| Personal Accomplishment | Low-level burnout  | 42                | 17.36                         |
|                         | Moderate burnout   | 91                | 37.60                         |
|                         | High-level burnout | 109               | 45.04                         |

Depersonalization, which reflects exclusion or detachment from one's work, is a similar pattern that shows high burnout levels among teachers. Of the sample, 51.24%, or 124 respondents, reported having experienced high-level burnout, showing that a significant percentage of teachers more than half are suffering from high-level burnout. 53 respondents, or 21.90%, report low-level burnout, whereas 65 respondents, or 26.86%, experience moderate burnout. The domain of personal accomplishment, which assesses feelings of incompetence and lack of achievement in one's profession, shows a comparatively lower occurrence of high-level burnout in comparison to the other domains. Here, 109 respondents, or 45.04%, report experiencing high-level burnout, showing that a significant portion of teachers experience a lack of personal accomplishment. Moderate burnout was reported in 91 respondents, which accounts for 37.60% of the total. In the meantime, 42 respondents, or 17.36%, have reported experiencing low-level burnout.

### Causes of burnout among teachers

Table 3 shows an overview of the perception of the respondents on various factors that contribute to burnout among teachers. The main factor mentioned as the most significant is low salary, with a significant 87.20% (211 respondents) indicating that it is a key contributor to burnout. Furthermore, 67.36% (163 respondents) identified the lack of social dignity as a significant issue causing burnout. This indicates the prevalent perception of being underpaid and inadequate respect within the profession. The lack of resources was a significant concern for more than half of respondents, particularly 57.00% (138

respondents). This underscores the challenges that teachers face in delivering high-quality education as a result of inadequate resources and materials. Furthermore, 53.70 % of the respondents (130 individuals) indicated that the absence of professional development training is a significant concern. This indicates the lack of training hampers their personal and professional development and is a contributing factor to increased stress levels.

Table 3. Respondents' perception of factors that contribute to the burnout

| Factors                                      | Frequency<br>(N=242) | Percentage of<br>the Respondents |
|--|----------------------|----------------------------------|
| 1. Low Salary                                | 211                  | 87.20                            |
| 2. Lack of Social Dignity                    | 163                  | 67.36                            |
| 3. Lack of Adequate Resources                | 138                  | 57.00                            |
| 4. Lack of Professional Development Training | 130                  | 53.70                            |
| 5. Additional Class                          | 107                  | 44.20                            |
| 6. Lack of Personal Freedom                  | 89                   | 36.77                            |
| 7. Additional Duty                           | 74                   | 30.60                            |
| 8. Conflict with colleagues                  | 65                   | 26.86                            |
| 9. Long Working Hours                        | 58                   | 23.97                            |
| 10. Rigid Administration                     | 42                   | 17.35                            |

*\*Respondents were asked to mention the cause of burnout (multiple responses accepted)*

In addition, burnout was reported as the consequence of the workload of additional classes by 44.20% (107 respondents), meaning that too much of teaching responsibilities without adequate remuneration or support is a significant concern. Personal autonomy is a significant component, as shown by 36.77% (89 respondents), who stated that a lack of personal freedom leads to burnout. 30.60% (74 respondents) believe that burnout may arise from additional duties beyond their usual teaching responsibilities. The data indicates that 26.86% of the respondents (65 teachers) experienced conflict with colleagues. This shows the noticeable impact of interpersonal issues on the well-being of teachers in the workplace. Long working hours are a concern for 23.97% (58 respondents), indicating a negative impact on teachers' health and self-esteem. Finally, the analysis showed that 17.35% of the participants (42 individuals) recognized rigid administration as a significant factor.

**Low wages:** A majority of respondents claim that low wages directly contribute to financial stress among teachers. This could lead to dissatisfaction, loss of motivation, and in some cases the necessity of looking for additional jobs to meet financial requirements. In addition, proficient students do not pursue a career in teaching at this level. Non-government Secondary-level teachers in Bangladesh are among the lowest-paid in South Asia (Suman, 2024).

One of the respondents expressed, *"It has become increasingly difficult to meet the monthly household expenses and the education of two school-aged children*



*from my current salary. Sometimes I have to borrow or bank loan to meet the needs of the family."*

Another respondent shared, *"Apart from teaching, I have to do another job to support my family. It is becoming very difficult to make a living with the amount of salary we get."*

**Lack of social dignity:** According to John Adams, "Teachers are a maker of man." Teaching is a profession that requires respect and acknowledgment from society. Teachers experience feelings of exhaustion and frustration when they feel undervalued and when their contributions are not recognized.

A respondent stated, *"The social and economic statuses in our society are interconnected, However, the present salaries for teachers represent a challenge in terms of maintaining a respectable social life. Teachers often face various forms of social neglect and are undervalued due to their financial conditions."*

**Lack of adequate resources:** Effective teaching practices might be hampered in classrooms by inadequate resources. Teachers might face challenges with maintaining student engagement and addressing the various needs of their students, which leads to feelings of frustration and exhaustion. Based on the teacher's interviews, it has been found that every non-government school has a shortage of adequate resources. As a result, teachers often face various problems during teaching.

One of the teachers said, *"I always have to buy whiteboard markers myself to conduct my classes, which adds to my expenses. Additionally, I often encounter problems with the school's only multimedia classroom, which we have to share with multiple teachers. Sometimes, two or three teachers need the multimedia classroom at the same time, which makes it difficult for me to teach the prepared lessons."*

**Lack of professional development training:** To remain motivated and efficient, teachers need to maintain continuous professional development. Teachers who lack training and professional growth opportunities may feel stagnant in their professions and struggle to stay informed about the most effective methods of teaching.

One of the teachers stated, *"Teachers are human and can experience stress and frustration. Therefore, it is essential to provide teachers with training in stress and depression management along with professional development opportunities. With this support, they can be effective in the classroom and maintain their well-being."*

**Undertaking enormous additional classes:** Taking additional classes or teaching responsibilities outside of the regular workload can increase stress and fatigue. This reduces the time available for planning, grading, and personal time, affecting overall job satisfaction and effectiveness.

One of the teachers said, *“A large number of students study in my school. Every day, I had to teach 5 to 6 classes, each with substantial preparation. Unfortunately, I frequently do not have enough time to prepare well, which causes a lot of stress and lowers the quality of my teaching.”*

**Lack of personal freedom:** Some administrative controls and procedures restrict the decision-making power of teachers in education systems, which can be excessively bureaucratic. At this level, job mobility does not exist. Teachers are restricted from transferring to other institutions. This lack of autonomy can lead to frustration and a sense of being undervalued as professionals.

One respondent shared, *“As a teacher at this level, I cannot transfer to another institution even if I want to. Even though the school is 15 km from my home, I still have to travel such a long distance to attend school regularly, which adds to my sense of confinement and lack of flexibility.”*

**A lot of additional duties:** In addition to teaching, teachers frequently supervise extracurricular activities, manage administrative duties, and participate on committees. Even while these tasks are essential, they may increase stress levels from the burden and take away from time spent preparing lessons and taking care of oneself.

One of the teachers said, *“Encouraging and facilitating student learning is one of my core responsibilities as a teacher, and I work hard to do this. Nevertheless, I feel stressed and overburdened when I am given additional duties, that take me away from my core responsibility for teaching students.”*

**Conflict with colleagues:** The responding teachers shared their opinion that there are always silent conflicts in work environments, some of which are understandable and others that are not. These conflicts may result from several factors, including ego conflicts or jealous feelings brought on by one's overqualification. A toxic work environment can be created by unresolved disagreements among colleagues or by bad interpersonal interactions. Teachers' well-being and job satisfaction may be negatively impacted by stress, anxiety, or feelings of isolation.

One of the teachers stated, *“When someone criticizes my work and questions my responsibility, it leads to a conflict. A work environment should be friendly and supportive; otherwise, working gets taxing and creates mental exhaustion. This unfavorable environment can have a negative influence on both personal as well as professional well-being.”*

**Long working hours:** Teaching encompasses not only instruction in the classroom but also lesson planning, assessing, discussions, and communication with parents. The physical and emotional exhaustion that might result from the long hours spent on these activities can harm personal life balance and job performance.

One of the teachers expressed, *“I have to work at school from 9 a.m. to 4 p.m. Furthermore, I have to do administrative work after returning home. Managing*

*personal and professional responsibilities frequently causes me stress. I've been at my current job for 20 years and am restless about it."*

**Rigid administration:** A rigid administration often creates an undesirable work environment, which makes teachers uncomfortable. Many teachers argue that a strict administration puts too much pressure on them, which makes it challenging for them to carry out their duties effectively while maintaining a positive attitude toward their work. This affects the teacher's overall well-being and job satisfaction.

One of the teachers said, *"I was harassed several times by the School Managing Committee (SMC). They attempt to exert their influence in various ways, which seems quite concerning to me.*

### Effects of burnout among teachers

Table 4 presents the respondents' perceptions on the effect of burnout among teachers, which were obtained from a survey that included several statements. The evaluation of each statement is determined by the proportion of participants indicating a range of agreement, which ranges from 1 = Strongly Agree to 5 = Strongly Disagree. Additionally, the mean and standard deviation scores serve to represent the average response and variability, respectively.

Table 4. Respondents' perception on effects of burnout among teacher

| Statement   | SA (%) | A (%) | N (%) | D (%) | SD (%) | Mean | Standard Deviation |
|---|--------|-------|-------|-------|--------|------|--------------------|
| Teacher burnout negatively affects classroom instruction            | 43.0   | 33.9  | 9.9   | 5.4   | 7.9    | 2.01 | 1.207              |
| Teacher Burnout hinders a teacher's professional development        | 34.7   | 41.3  | 7.4   | 7.0   | 9.5    | 2.15 | 1.241              |
| Teacher burnout affects enthusiasm and motivation for teaching      | 20.2   | 39.3  | 9.9   | 21.1  | 9.5    | 2.60 | 1.282              |
| Teacher burnout contributes to teacher turnover                     | 19.8   | 26.4  | 22.7  | 23.1  | 7.9    | 2.73 | 1.239              |
| Teacher Burnout affects the quality of education                    | 26.0   | 54.5  | 5.8   | 7.4   | 6.2    | 2.13 | 1.077              |
| Teacher burnout affects the teacher-student relationship            | 23.1   | 45.0  | 11.6  | 15.7  | 4.5    | 2.33 | 1.130              |
| A teacher's burnout harms students' academic achievement            | 39.3   | 39.3  | 7.4   | 7.4   | 6.6    | 2.03 | 1.168              |
| Teacher burnout is a barrier to educational innovation and progress | 28.9   | 40.5  | 7.9   | 15.3  | 7.4    | 2.32 | 1.247              |

Note: SA= strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree

A considerable percentage of the respondents share the belief that teacher burnout negatively affects classroom instruction. Specifically, 43.0% strongly agree and 33.9% agree with this belief. This leads to a mean score of 2.01 and a standard deviation of 1.207. There is a clear agreement that burnout negatively affects the effectiveness of classroom teaching. About professional development, 34.7% of participants strongly agree and 41.3% agree that burnout serves as a challenge, leading to a mean score of 2.15 and a standard deviation of 1.241. This result indicates that burnout is recognized as a significant obstacle to teachers' professional development. The statement about the effect of burnout on enthusiasm and motivation for teaching is moderate, with 20.2% strongly agreeing and 39.3% agreeing. The result is a high mean score of 2.60 and a standard deviation of 1.282, suggesting a certain degree of disagreement but ultimately indicating the general acceptance of its negative effects.

The effect of burnout on teacher turnover is recognized, whereas less consistently, with 19.8% strongly agreeing and 26.4% agreeing. A accepted degree of agreement with an extensive range of responses is indicated by a mean score of 2.73 and a standard deviation of 1.239. This suggests that while burnout is a contributing factor, other factors may also have a substantial impact on turnover. The majority of respondents, including 26.0% who strongly agree and 54.5% who agree, hold the opinion that burnout harms the quality of education. With a mean score of 2.13 and a standard deviation of 1.077, the opinion is agreed. There is a clear agreement that burnout affects the quality of education. In terms of the effect on teacher-student relationships, 23.1% of the respondents strongly agree and 45.0% agree, leading to a mean score of 2.33 and a standard deviation of 1.130. There is an agreement that burnout has negative effects on these relationships. A large majority of respondents 39.3% both strongly agreed or agreed that burnout harms students' academic achievement. The results show that there is little variation in the respondents' opinions, as seen by the mean score of 2.03 and standard deviation of 1.168. Finally, 40.5% of respondents agreed and 28.9% strongly agreed that burnout is a barrier to innovation and progress in education. The mean score is 2.32, with a standard deviation of 1.247 are obtained from this, suggesting an overall agreement with some disagreement regarding the degree of its impact.

**Poor classroom instruction:** Effective instruction is frequently hampered by burnout among teachers. Emotionally and physically exhausted teachers could find it challenging to motivate their students, which would lead to uninteresting lessons and lower outcomes for learning.

One of the teachers expressed, *“When I am exhausted, I experience a decline in my ability to remember things and become less organized. This can result in the disruption of the class's flow, as well as the slipping away of materials and overlooked responsibilities.”*

**Barriers to professional development:** Teachers' engagement in professional development is significantly reduced by burnout. Teachers often lack the motivation and energy to self-learn and participate in training on their own when they feel overwhelmed and exhausted. This isolation can result in a lack of opportunities to learn new teaching techniques and not stay updated with the latest instructional developments and techniques.

One respondent stated, *“When people are psychologically weakened, they will unconsciously neglect their regular duties and responsibilities. Similarly, if a teacher is not psychologically good enough, how can he think about his professional development?”*

**Reduces teaching enthusiasm and motivation:** Many teachers argue that a teacher's dedication to their profession and enthusiasm for teaching is hampered by burnout. This lack of enthusiasm can have a negative influence on the classroom atmosphere and the engagement of students.

One of the teachers explained, *“I carefully organize lessons in advance and teach students interestingly when I am mentally well. However, when I have trouble staying mentally well, I experience challenges with enthusiasm and dedication in the classroom.”*

**Teacher turnover:** Burnout frequently leads to high turnover rates in the teaching profession. When teachers receive inadequate salaries and feel unsupported, they may leave their profession in pursuit of better opportunities and benefits. Based on this research survey, 52.9% of teachers would leave the teaching profession and pursue another profession if allowed to do so.

One of the teachers said, *“Every individual desire to lead a prosperous life. Teachers at MPO schools struggle to maintain a satisfactory standard of living due to their low salaries. Teachers will switch to other professions if given a chance.”*

**Low quality of education:** Some teachers argue that the overall quality of education that is delivered may suffer as a consequence of burnout. Teacher who suffering burnout might be unable to efficiently teach lessons or provide essential assistance and guidance to their students when they are in the educational setting.

One respondent shared, *“Teachers with creative thinking skills are required to ensure the quality of education. But how does creativity exist when a teacher is psychologically troubled?”*

**Deterioration of teacher-student relationships:** Teachers and students may experience strained relationships due to burnout. Many teachers argue that ideally, this relationship should be one of sincerity and trust. However, in reality, this is not happening because teachers often do not come to class with a positive attitude. The willingness of the teacher to connect with and assist their students is negatively impacted when they are emotionally exhausted, as they might demonstrate less empathy and patience in the classroom.

One of the teachers expressed, *“When I was mentally upset, I naturally didn't care about my students. I had less interaction with students. I was in angry mode, which made students afraid to interact with me.”*

**Low academic performance:** Teachers who are exhausted may lead to reduced academic performance among their students. To be effective in teaching, teachers must possess a combination of energy, concentration, and dedication, which can be severely hampered by exhaustion.

One of the teachers stated, *“If a teacher cannot teach his students effectively in the classroom due to his lack of energy, then as a result of his shortcomings, students may achieve poor performance.”*

**Barriers to educational innovation and development:** Experiencing burnout might hinder the ability to be creative and innovative in teaching practices. Teachers who are burdened by their workload or administrative responsibilities may lack the energy or ability to learn about innovative teaching techniques or incorporate new technologies into their classes.

One of the teachers explained, *“The secondary level is fundamental for a student's progress. If a student is unable to make progress at this stage, they might face difficulties in making significant contributions to their country or society in the future. Establishing an adequate educational foundation needs an adequate number of highly qualified teachers. But there is a lack of qualified teachers at this important stage.”*

In the context of Bangladesh, the present study aimed to explore the prevalence, causes, and effects of teacher burnout. The results of the study showed a high prevalence of burnout among the non-government schools in Bangladesh, with those having high emotional exhaustion at 48.35%, high depersonalization at 51.24%, and low personal accomplishment at 45.04%. Similarly, a study found that 49.6% of teachers experienced a significant level of emotional tiredness, 28.7% experienced depersonalization, and 54.1% had a sense of inefficacy (Vlăduț & Kallay, 2011). However, Hossain et al. (2021) carried out a study on secondary schools in Dhaka, Bangladesh, specifically focusing on non-government schools, government schools, and English medium schools. The study found that 32% of teachers reported emotional exhaustion, 13% exhibited high depersonalization, and 29% experienced a lower level of personal accomplishment. Our study focused on teachers at non-government schools and found higher levels of burnout in those three different domains. The findings reveal that teachers in non-government schools in Bangladesh have higher levels of burnout than teachers in other types of secondary schools.

The study found that organizational factors contribute to burnout among teachers and that burnout can be caused by multiple factors those are low salary, lack of social dignity, lack of adequate resources, lack of professional development training, additional classes, lack of personal freedom, additional duty, conflict with colleagues (Coyle et al., 2020; McDonough et al., 2021), long working hours, and rigid administration. This is consistent with the findings in a previous study, (Durr et al., 2014; Gold & Roth, 2013; Larrivee, 2012; Marek et al., 2017; Xu, 2013). Moreover, the present study highlighted that low salaries are the main cause that is contributing to burnout among teachers. This finding is consistent with Belay et al. (2023), which reveals that low salaries are a most significant issue for teachers, contributing to their overall job dissatisfaction, and burnout.

In this study, we found that Teacher burnout negatively affects classroom instruction, quality of education, and the teacher-student relationship. Previous studies (Sims, 2013; Oh, & Wolf, 2023) have also reported that teacher burnout has a detrimental effect on classroom instruction, leading to lower-quality teaching and reduced relationships with students. The effectiveness of instruction and subsequent achievement can be associated with teachers' ability to properly plan for their classes, including the creation and distribution of instructional materials (Maslach & Leiter, 1999). Nevertheless, the quality of education and the relationships between teachers and students might decrease significantly as an effect of burnout (Skaalvik & Skaalvik, 2020).

The findings of this study suggest that teacher burnout has negative effects on student's academic achievement and reduce enthusiasm and motivation for teaching. The findings are consistent with previous studies (Arens & Morin; 2016; Madigan & Kim, 2021). Similarly, a severe level of burnout could result in decreased self-efficacy among teachers, (Gold & Roth, 2013; Herman et al., 2018; Marek et al., 2017; Skaalvik & Skaalvik, 2014). Our study highlights that 78.6% of respondents agreed that burnout harms student academic achievement due to decreased self-efficacy among teachers.

Skaalvik and Skaalvik (2020) found a significant relationship between emotional exhaustion and self-perceived accomplishments, and teacher job satisfaction, as well as the preference to leave the profession. Similarly, we observed that teacher burnout is a consequence of job satisfaction, which ultimately contributes to teacher turnover or the tendency to change the profession. The findings of this study also suggest teacher burnout negatively impacts a teacher's growth as a professional, as they frequently lack the motivation and energy to engage in self-directed learning and training when they experience feelings of exhaustion and burnout. This is consistent with Fiorilli et al. (2020), which report teachers' confidence in in-service training is negatively affected by burnout, which affects their professional learning opportunities.

Furthermore, the study found that innovation and progress in education are hindered by teacher burnout. An emotionally exhausted teacher is unable to acquire new technologies to use in the classroom or find creative ways to teach, which may hinder innovation and progress in education. These findings suggest that educational administrators should pay special attention to burnout symptoms among teachers. However, our data does not allow for more regarding coping mechanism strategies for teacher burnout, which is an important question that should be explored in future research. Finally, an experimental study may find more comprehensiveness in exploring the effects of teacher burnout.

The study has several limitations, it only included non-government teachers from Panchagarh district of Bangladesh, which may not be representative of other teachers in the entire country. Also, only 38.8% of the study's participants were female, keeping the majority of participants 63.2% male, which may limit the generalizability of the results. Furthermore, the sample taken here is comparatively small which limits the scope of the findings to generalize to the entire population.

## CONCLUSION

This study aims to enhance our comprehension of the prevalence, causes, and effects of burnout within the teaching occupation in Bangladesh. This study showed that there is

an alarming level of burnout among non-governmental school teachers in the Panchagarh district of Bangladesh. One of the most imperative factors is low wages, which contributes to high levels of burnout among the non-government school teachers. The study emphasizes the significance of schools adopting interventions that increase resiliency, reduce stress, and provide an encouraging working atmosphere to improve teacher well-being by determining the prevalence, causes, and effects of teacher burnout.

Based on the research findings, it is possible to offer recommendations to school administrators and policymakers in Bangladesh in order to address and reduce burnout among teachers. The government should immediately adopt a comprehensive professional development program for teachers at the school level, encouraging them to improve and develop in their teaching careers. As a result, it is critical to equip instructors with professional development opportunities as well as depression and stress management training. Policymakers could address teacher burnout by boosting education spending, which may help enhance teacher pay, resources, and working conditions at non-government schools. School administrators play a significant role in decreasing teacher burnout by fostering a healthy school culture. Additionally, reducing the administrative burden on teachers by implementing flexible work schedules can help manage workloads.

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