



Impact of Teachers' Burnout on Their Motivation and Job Performance at the Secondary School Level

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The present study aimed to investigate the teachers burnout on their motivation and job performance. The study was conducted under positivism research philosophy. Correlational research design was used. The study was conducted at secondary school level of district Dera Ismail Khan (DIK). A sample of 280 secondary school teachers was selected by applying Yamane's formula out of 935 secondary school teacher working in the district. For data collection, researcher used structured questionnaire which was validated by Content Validity Ratio (CVR) and reliability score was estimated 0.779 By applying Cronbach's alpha. Pearson product moment correlation and linear regression was used to check the relationship and causal effect between teacher burnout and motivation and job performance respectively. The result of the study indicates that teachers high level of burnout significantly decrease the teacher motivation and negatively correlated with job performance. In other words, teachers burn out has negative Predator of motivation and job performance. The study recommended that head of the schools may implement a support system in which may different services may be provided such as counselling, continuing professional development and workload reduction services to enhance the teachers motivation an job performance.



Journament



Introduction

The term 'burnout' may be defined as the emotional and physical exhaustion which occurred due to prolong stress and anxiety in the profession. In fact burnout among teacher has been widely acknowledged as a critical issue which negatively influence on the overall school effectiveness and teaching learning process in the class. In other words, teachers' burnout plays a significant role in decreasing over all instructional quality in the class.¹ According to Maslach and Leiter (2016)² teachers' burnout is a state of teacher emotional and psychological exemption which occurred a prone stress

while teaching. According to mass and litre 2016 burnout usually resultant from a long time stress and display as emotional exhaustion the personalization and decrease the sense of achievement among teachers. In second school, mostly teachers experience a combination of academic demands many classroom challenges and extra workload reach creates condition of burnout among teachers which negatively affect the overall teaching learning process. When teachers have such kind of situation and experience of emotional fatigue then the first sign of burnout is decreasing the motivation and enthusiasm among teachers and they have no interest in the participation of the teaching learning process which makes burnout is a significant barrier to teachers of motivation.³

Teacher play a vital role in teaching learning process and their expected to maintain high quality teaching despite lack of resources high workload and constitutional restrictions in many developing countries. Such pressure not only intensify stress and anxiety but also reduce the intrinsic motivation among teachers which play a vital role in reducing their job performance. There is no doubt that motivation is one of the key elements for in harms the quality of education student academic success creativity classroom management and rapport relationship among teacher and students. When teachers working under limited resources and strict environmental, then burnout may develop among teachers that reduce the motivation and their overall job performance.⁴ Burnout can also impact teacher emotional and intellectual abilities as emotional exhaustion increase then teachers facing more challenges to manage and handle the student behaviour delivering engaging lesson a respond patiently to learn needs. Cognitive overload may also impair lesson planning and teachers decision making that directly affect the job performance of teachers at secondary school level. Therefore, burnout act as a change reaction where physical psychological and emotional strain leads to reduce motivation which lead towards the lower performance at school level.⁵ The roles of secondary school teachers are very important at high and higher secondary level because they mostly juggle responsibilities such as teaching, maintaining registers, examination and extra-curricular activities. Many research studies indicates that performance of secondary school teachers is mostly linked with the motivation and psychological well-being. When teachers feel UN supported and pressurized by the school administration then dear motivation decreases which eventually undermine their performance which eventually undermine their performance. Therefore examining the burnout with the association of motivation and job performance of teachers is essential and vital.⁶

Based on the above discussion, the presence study was aimed to investigate the impact of teachers' burnout on their motivation and job performance at secondary school level. There are very limited study has been conducted in which burnout is directly linked with the two variables i:e motivation and job performance there are two key objectives are framed

1. To investigate the impact of teachers burnout and their motivation at secondary school level
2. To examine the effect of teachers burnout and their job performance.

Literture Review

Teachers' burnout is a psychological syndrome which characterized by emotional psychological exhaustion towards students and decreases the personal achievement in teaching.⁷

According to Jag teachers' burnout is state in which their experience emotional and psychological fatigue developed of lack of motivation and reduces commitment to the work due to Prolong classroom stress.⁸

According to Benevne et al.,⁹ high level of teachers' burnout reduces the teacher motivation and decrease the level of performance. In other words burnout negatively influence on the teachers motivation and performance. According to Arens and Morin¹⁰ many research studies indicate that high level of burnout produced lack of motivation and poor performance.

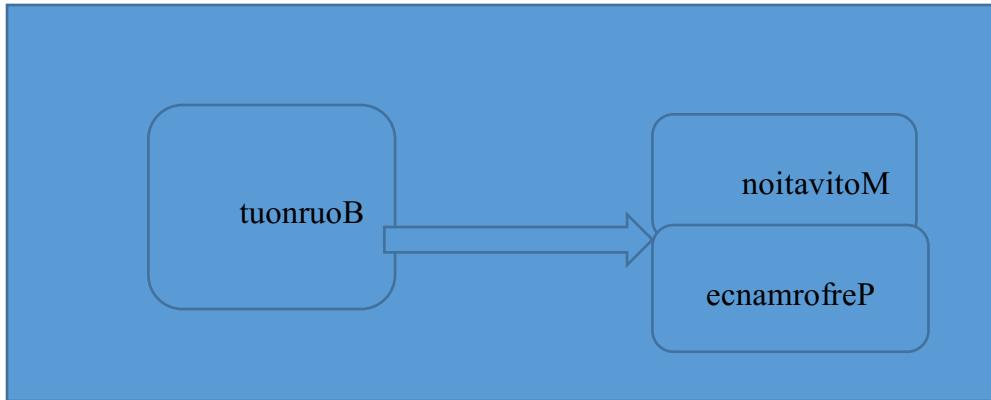
The literature has studied the physical effects of stress and burnout on teachers in great detail. Increased cortisol levels, sometimes known as the stress hormone, are one of the negative health effects associated with chronic stress. Fatigue may result from prolonged exposure to high cortisol levels. Teachers' general physical health is impacted by sleep disorders and weakened immune. Furthermore, research on the physiological impacts of burnout has shown a link between cardiovascular problems and emotional tiredness. This link highlights the serious effects of burnout on educators' health and the necessity of efforts to lessen these negative physical effects (American Psychological Association, 2018).

Teachers' experiences with stress and burnout have a substantial impact on behavioral and relationship dynamics. Teachers that are burned out frequently show higher absenteeism and lower dedication to their work. Reduced participation in team projects and decreased interaction with coworkers are indicators of a decline in commitment. Furthermore, cynicism and emotional disengagement become major behavioral manifestations that have a detrimental effect on the classroom environment as a whole as well as the interactions between teachers and students.¹¹

Stress and burnout have a significant emotional and psychological influence on educators. Teachers' emotional tiredness is highlighted in a study by Ingersoll and Strong,¹² which emphasizes the link between job demands and the expression of stress symptoms. Reduced job satisfaction, increased skepticism, and a lessened sense of personal achievement are all linked to burnout. Teachers' general mental health and job performance are declining as a result of these emotional and psychological repercussions. Teachers' ability to address students' needs is further compromised by the decline in their passion and involvement (Wentzel, 2016). Interestingly, this performance drop is not just in the classroom; it also affects extracurricular activities and the general atmosphere of the school.

Conceptual Model

Conceptual model refers as link between the research variable which are under investigation. In given figure-1 burnout acts as independent variables whereas teachers' motivation and job performance act as dependent variable.



Research Methodology

The present study applied positivism research philosophy to investigate this research through quantitative way. A sample of 280 Secondary School Teachers (SSTs) were selected by using Yamane (1967)¹³ sample size formula out of 935 teachers were working in the district. A questionnaire was used which based on 4 parts. The first part contained demographic attributes of the teachers, second part contained 12 items related to teachers' burnout, third part included 7 items related to teachers motivation and last part of the questionnaire contained eight items related to job performance. Content Validity Ratio (CVR) was used to validate the questionnaire and found all items was valid whereas reliability of the instrument was estimated through Cronbach's alpha which was estimated .779 which recommended by.¹⁴ Pearson product moment correlation and linear regression was used to check the association between the variables.

Results

Table 1

Descriptive Statistics of Key Variables

Variable	N	Mean	SD
Burnout	280	3.42	0.61
Motivation	280	2.88	0.57
Job Performance	280	3.05	0.54

Table 1 indicate the descriptive statistics in which the average level of burnout among the teachers was relatively high with the mean score estimated 3.42 whereas the mean score of motivation was found 2.88 and the mean score of job performance was estimated 3.05

Table 2

Correlation Matrix among Study Variables

Variables	Burnout	Motivation	Performance
Burnout	1	-0.61**	-0.58**
Motivation	-0.61**	1	0.64**
Performance	-0.58**	0.64**	1

The table-2 reveals the correlation matrix in which we found that there is a negative relationship existed between the teachers burnout and motivation ($r=-.61$). Moreover, the table indicates that there is a negative correlation between teachers' burnout and job performance ($r=-.58$)

Table-3**Regression Analysis Predicting Teachers' Motivation**

Predictor	R ²	B	SE	Beta	p-value
Constant		4.12	0.18	—	0.000
Burnout	.621	-0.72	0.05	-0.61	0.000

Table-3 indicates the regression model summary in which the value of R-square is equal to 0.621 which infrared that that 62% change occurred in teachers' motivation due to burnout. The negative beta value indicates that if one unit increased in burnout then .72 units decrease in teachers motivation.

Table-4**Regression Analysis Predicting Job Performance**

Predictor	R ²	B	SE	Beta	p-value
Constant		3.89	0.16	—	0.000
Burnout	.593	-0.61	0.04	-0.58	0.000

Table-4 indicates the regression model summary in which the value of r square is equal to 0.621 which infrared that that 62% change occurred in teachers' motivation due to burnout. The negative beta value indicates that if one unit increased in burnout then .72 units decrease in teachers motivation.

Discussion

The result of the study depicts that burnout has strong negative relationship with teachers motivation and job performance. The result of the present study is consistent with the findings presented by Shaalvik and Shaalvik (2018); Han and Yin (2016). They found that extra workload put pressure on teachers which causes burnout among teachers that negatively impact on the teachers' job performance. In other words, such kind of stress and emotional exhaustion reduced the motivation among teachers that directly negatively influence on the teaching learning process.

The result of the study indicates that burnout has significant impact on the motivation and performance of teachers. Same result was produced by Fiorilli et al.,¹⁵ which explored that when teacher working under stressful and exhaustion atmosphere then such conditions leads towards the low motivation and poor performance. In other words, higher the burnout tends to poor the motivation and job performance of teachers.

Conclusions

The present study concluded that burnout play a significant role in reducing teachers motivations and job performance at secondary school level. Moreover, physical and emotional exhaustion undermine teacher enthusiasm and efficiency which resultant

decrease the overall quality of education. The head of the schools may adopt such methods to overcome the workload of a teacher. For this purpose, teachers only assigned for teaching learning process instead of extra clerical work. The study recommended that teacher trainings may be arranged by the government of Khyber Pakhtunkhwa that equipped teachers with strategies to cope burnout.

Research Implications

These findings have ramifications for the larger educational environment in addition to specific teachers. High levels of teacher burnout can lower the standard of instruction provided, which can affect student results and the efficacy of education as a whole. Since teacher well-being is essential to the functioning of the educational system, policymakers and educational institutions ought to give it top priority. Interventions that address these issues should include policies that put teacher well-being first, focused professional development, and organizational support. Fostering a healthier teaching community requires putting stress-reduction techniques into practice, providing mental health services, and establishing a friendly work atmosphere. Modules on coping mechanisms and stress management should be included in professional development programs to give educators the tools they need to successfully handle the difficulties of their line of work.

The study also emphasizes the need for more investigation into the precise causes and symptoms of burnout among DIKhan educators. Empirically supported long-term interventions have the potential to sustainably increase teacher well-being and, in turn, the region's overall educational quality.

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