

# 1 COMBATING TEACHER BURNOUT: PROVEN STRATEGIES AND PREVENTION 2 TECHNIQUES.

## 3 4 *Abstract*

5 Stress is a response that our body puts in place to defend itself from external events that are  
6 perceived as harmful or dangerous. However, when the strategies put in place are no longer  
7 sufficient, the risk is that of encountering burnout syndrome. The teacher has a greater  
8 probability of developing burnout syndrome due to the conditions in which they work as they  
9 often lack the resources to achieve certain educational objectives, the salary is not adequately  
10 rewarded in relation to the educational function and very important skills are required such as  
11 emotional self-control and the ability to ensure cooperation and integration among students.  
12 In fact, it is appropriate to offer them effective strategies to deal with the onset of burnout  
13 syndrome. This research addresses this problem by conducting a survey among 45 teachers  
14 from few selected higher educational institutions in Chennai. The data are collected using the  
15 Maslach Burnout Inventory (MBI), a questionnaire aimed at assessing the risk of burnout in  
16 educational profession. It is characterized by 22 items that investigate the three main scales of  
17 the questionnaire: depersonalization, reduced personal fulfillment and emotional  
18 exhaustion. This work focused in particular on establishing the general percentage of burnout  
19 within the cooperative and observing the resulting level of emotional exhaustion,  
20 depersonalization and reduced personal fulfillment. Finally, it was also possible to make a  
21 comparison between those who work closely with students and those who deal with  
22 administrative and organizational aspects, in order to have an even broader and clearer vision  
23 of the burnout syndrome.

24  
25 **Key words: Stress, Burnout, Teachers, Higher Education**

## 26 27 28 29 **1. Introduction**

30 Stress is a response that our body puts in place to defend itself from external events that are  
31 perceived as harmful or dangerous (Selye, 1956). However, when the strategies put in place  
32 are no longer sufficient, the risk is that of encountering burnout syndrome. This term refers to  
33 a 360° wear and tear of the person that affects the physical, spiritual, psychological and

34 behavioral component in completely different ways (Edú-Valsania, Laguía & Moriano, 2022).  
35 It is a syndrome that mainly affects respondents who carry out the so-called helping  
36 professions (teachers, health workers, psychotherapists, etc.). Within the helping professions,  
37 a very strong and demanding bond and relationship is created because on the one hand the  
38 user seeks help to deal with a situation of discomfort and on the other hand the professional,  
39 starting with very high ideals, tries to satisfy the requests (O'Driscoll & Cooper, 2024).  
40 Unfortunately, the latter runs the risk of feeling incapable and dissatisfied with the work they  
41 are doing because their expectations may be too high and this leads them to experience  
42 personal and emotional wear and tear that will affect not only the work sphere but also the  
43 private one. In particular, the figure of the teacher or educator has a greater probability of  
44 developing burnout syndrome due to the conditions in which they work as they often lack the  
45 resources to achieve certain educational objectives, the salary is not adequately rewarded in  
46 relation to the educational function and very important skills are required such as emotional  
47 self-control and the ability to ensure cooperation and integration among students (Andela,  
48 2021). In fact, it is appropriate to offer them effective strategies to deal with the onset of  
49 burnout syndrome. First of all, information and continuous discussion between colleagues are  
50 essential to deal with problematic situations in order to have different points of view, while  
51 secondly it is necessary to have psychological support from the institution. To address the  
52 complexity of this problem, intervention is needed at different levels, starting from the  
53 company, which must provide all the tools necessary for respondents to deal with all possible  
54 stress situations in order to prevent burnout syndrome. All this becomes possible when  
55 information is clear and timely and educates all staff to promote healthy and correct  
56 lifestyles.

## 57 **2. Objectives of the study**

58 The present study aims to explore the burnout syndrome among teachers of higher  
59 educational institutions in Chennai. And its first aim is to establish the general percentage of  
60 burnout within the study area under examination and the consequent level of emotional  
61 exhaustion, depersonalization and reduced personal fulfilment in the figures who deal with  
62 students. Finally, the second objective proposes a comparison between those who are  
63 primarily into teaching and those teachers who deal mostly with the administrative  
64 responsibilities.

## 65 **3. Review of literature**

### 66 **3.1 Work-related stress and burnout**

67 Work-related stress is defined as “a condition that may be accompanied by physical,  
68 psychological or social disorders or dysfunctions and is a consequence of the fact that certain  
69 individuals do not feel able to meet the demands or expectations placed on them” (Stranks,  
70 2005). However, not all stress conditions that may occur in the workplace are to be  
71 considered as work-related stress.

72 Burnout could be defined as the inability of workers to manage stress with consequent  
73 disengagement for their role and is very often “characterized by emotional exhaustion,  
74 depersonalization and reduced personal fulfilment” (Edú-Valsania, Laguía&Moriano, 2022).  
75 It is therefore a syndrome that leads to a slow and inexorable loss of idealism, energy, goals,  
76 motivations and expectations: it is a state of fatigue and frustration that arises and develops  
77 when one is too devoted to a cause, a relationship or a way of life that has not produced,  
78 despite the effort employed, the results and success expected.

79 Maslach (1998) described burnout as a disease that mainly affects respondents in the helping  
80 professions and not only, and in particular all those who are more motivated or who have  
81 great expectations for the work role they cover. Therefore, burnout turns out to be a form of  
82 interpersonal stress that distances the user due to his emotional involvement with the people  
83 who ask for help. Subsequently, to better understand the phenomenon, the definition is  
84 modified and three interdependent dimensions are identified: emotional exhaustion,  
85 depersonalization and the feeling of ineffectiveness. Emotional exhaustion is the central  
86 characteristic of burnout but alone is not sufficient to trigger this syndrome. In this case,  
87 exhaustion is not only characterized by the stress that burnout entails, it is also composed of  
88 the relationships that an individual has in his workplace. Through emotional exhaustion, the  
89 individual isolates himself from his job both emotionally and cognitively, probably to  
90 overcome the excessive workload. The symptoms of emotional exhaustion are multiple and  
91 can manifest themselves both alone and in association and consist of: headaches, nausea,  
92 anger, increasing tensions and conflicts, chronic fatigue, insomnia, muscle tension,  
93 depression and psychic impotence. The consequences of emotional exhaustion become  
94 evident when one perceives that one has exceeded one's physical and psychic limits and feels  
95 such a sensation of emptiness that one has the impression of no longer having the ability to  
96 offer something good and concrete to others (Calin, Tasente&Seucea, 2022)).

### 97 **3.2 The causes of burnout**

98 The causes of burnout are many and very often do not depend only on personal motivations,  
99 but must be sought within work contexts that are most often inadequate. In this context, the

100 causes of burnout shall be understood by exploring the relationship that exists between the  
101 individual and the work environment the person occupies.

102 Maslach&Leiter (2016) formulated an interpretative model of burnout that highlights the  
103 level of adaptation/maladaptation between work and person. According to these authors, the  
104 burnout syndrome has a greater chance of developing when there is a strong difference  
105 between the nature of the work and the nature of the people who carry out that work. These  
106 differences can lead to the manifestation of burnout and can be experienced in 6 areas of  
107 working life (Maslach&Leiter, 2022):

- 108 1. Work overload: it is the most obvious sign of the difference between work and people  
109 because the world of work requires producing a lot of material, in a short time and  
110 with few resources and this leads to damage in quality, ruins the bonds between  
111 colleagues and inhibits innovation.
- 112 2. Lack of control: in the world of work people want to bring their own initiatives, make  
113 choices, make decisions and be responsible for the innovations they put forward but  
114 this is not possible due to the many rigid policies within companies that must keep all  
115 staff performance under control. This type of control produces a humiliating effect  
116 because workers understand that what they produce is never enough.
- 117 3. Lack of rewards: workers do not feel gratified for what they do both from an  
118 economic and personal point of view. They feel devalued and experience the loss of  
119 internal recognition that occurs when a person is happy to do something that produces  
120 a positive effect and that has value for others
- 121 4. Sense of community and belonging is in crisis: people lose the positive bonds created  
122 by colleagues because work can isolate them physically, technology replaces people  
123 or it is the type of work done that freezes relationships. All this leads to conflicts that  
124 are often unresolved and chronic, resulting in anger, frustration, anxiety, fear and  
125 disrespect.
- 126 5. Poor equity: equity within a workplace means respect and recognition of one's role; if  
127 this is missing, there is no trust in others and all the relationships and values that  
128 employees have shared are broken.
- 129 6. Discordance of values: there is discordance of values when our personal principles do  
130 not coincide with those of the company, because a job can lead to carrying out  
131 activities that clash with our personal beliefs.

132 Therefore, the main characteristics that characterize a person at risk of burnout are the  
133 following (Seibt&Kreuzfeld, 2021):

- 134 - Excessive meticulousness and tendency to idealize reality;
- 135 - Immense dedication to work;
- 136 - Uninteresting and unsatisfying private life;
- 137 - Need to keep everything under control;
- 138 - Authoritarianism;
- 139 - Excessive obsession with achieving a pre-established goal or objective;
- 140 - Strong feeling of helping others;
- 141 - Excessive ambition;
- 142 - Unrealistic expectations
- 143 - Excessive enthusiasm and scrupulousness.

144 Maslach(1998) speaks precisely of a difficulty for people to understand what their own limits  
145 and those of others are and to draw the boundaries between private life and professional life.  
146 The author then listed the possible psychological characteristics of a subject affected by  
147 burnout: "the worker most exposed to burnout tends to be a weak person, submissive and  
148 submissive in relationships with others, often also anxious and fearful, when he has to get  
149 personally involved. In the context of professional performance, he often tends to give in to  
150 the user's requests, rather than providing adequate answers according to his own possibilities;  
151 he is reserved, conventional, compliant and tries to establish the sense of his own personal  
152 value, gaining the approval and acceptance of others" (Doğan, Ertuğrul& Akin, 2024).

### 153 **3.3 Symptoms of burnout**

154 Burnout syndrome also presents some more or less visible and more or less serious symptoms  
155 that can manifest themselves on a physical, psychological and behavioral level and that  
156 obviously differ from person to person. On a psychological level, the subject experiences  
157 feelings of disappointment, suffering, intolerance, cynicism, indifference, guilt and personal  
158 and professional failure. ForRadka (2021) all this negativity is caused by an alteration of  
159 mood that leads the subject to have low self-confidence. This is followed by behavioral  
160 disorders characterized by aggressive and surly attitudes towards colleagues and the  
161 manifestation of a strong disengagement towards work, with consequent low attitude towards  
162 everything that surrounds us. Finally, and most likely the most frequent, psychosomatic  
163 disorders that manifest themselves in various organs.

### 164 **3.4 Burnout in teachers**

165 The concept of burnout, since the very first research, has almost always been associated with  
166 the figure of the teacher, who, in addition to carrying out a teaching activity and therefore  
167 transmitting knowledge, also carries out an educational and formative function in the  
168 perspective of lifelong learning.

169 However, compared to other professional categories, teachers present high levels of  
170 emotional exhaustion and depersonalization. In fact, although the consequences of burnout  
171 are detectable in any professional activity, "the intensity and pervasiveness of the stress  
172 reactions reported by teachers seem to be even more critical than what happens to other types  
173 of workers who operate in relational contexts, such as health workers"(Oliveira et al., 2021).

174 The explanation could be found in the amount of time that the teacher spends with his/her  
175 students, which on average is around 4/5 hours a day, five days a week, for education cycles  
176 that reach five years with an average of about 60 students per class. Burnout in this case can  
177 be defined as a real syndrome that involves the person both physically and emotionally, but  
178 also psychologically.

179 Teachers are required to have a great capacity for emotional control and at the same time they  
180 must understand and influence the behaviors and emotions of the students, guarantee  
181 integration, prevent or reduce forms of inequality and ensure emotional well-being by trying  
182 to understand and motivate the difficulties and insecurities that students may encounter. To  
183 this emotional control, there is also the ability to put oneself in the shoes of the role of  
184 mediator, dealing with that student who puts into action counterproductive behaviors often  
185 accompanied by feelings of suffering and anger. However, this does not seem to be the only  
186 reason that attests to an increase in burnout syndrome because there is another related path,  
187 which causes more discomfort and frustration, which is that of the devaluation of the  
188 profession(Llorca-Pellicer, Soto-Rubio & Gil-Monte, 2021). Over the last few years, the  
189 institution has undergone many changes due to new political reforms, variations in the labor  
190 market and social transformations, which have inevitably contributed to implementing the  
191 figure of the teacher, his role and his function, raising the expectations of families, students,  
192 institutions and public opinion (Radka, 2021).

193 The work of the teacher is defined as engaging because very often those who choose it have  
194 specific characteristics, so much so that it is defined as a vocation because in addition to  
195 taking care of the didactic and programming component, the teacher must cooperate with the  
196 family and those margins of educational freedom that he possesses are ambiguous and  
197 difficult to delimit.

198 According to Palacios et al. (2021), the teacher's work can be defined as high touch, or with a  
199 high level of relationality, because the teacher, in addition to having to carry out specific  
200 tasks of his job, finds himself managing relationships with students, trying to understand their  
201 requests and needs. "It is not enough for the teacher, in fact, to know everything about the  
202 subject he deals with if he then neglects the needs of his students, or if he does not understand  
203 the relationships and dynamics within the organization" (Kalynychenko et al., 2021).

204 Finally, the teaching profession, precisely because it is based on the teacher-student  
205 relationship and has as its goal the individual and intellectual growth of the student, is to be  
206 considered at high risk of burnout. Burnout affects teachers, in different ways and intensities,  
207 when the attitude of care towards others, which is essential to create relational teaching, is  
208 missing. Burnout, therefore, occurs in the teacher, blocking and hindering change and  
209 educational development.

#### 210 **3.4.1 The triggers of burnout in teachers**

211 The factors that cause burnout in teachers are many, since burnout is a form of psychosocial  
212 distress that occurs in the relationship between the individual and the work environment.  
213 Teachers are therefore subjected to numerous stressors that may have to do with the very  
214 nature of their work, with the characteristics of students, colleagues, administrative staff and  
215 with the college/university management. For example, a large class requires a great  
216 expenditure of energy in managing relationships and teaching and this can cause a decline in  
217 motivation. Or a class characterized by students with antisocial or provocative behaviors can  
218 lead the teacher to implement aggressive attitudes or cynical responses. At the same time,  
219 another source of stress can be given by the presence of parents who can assume aggressive  
220 attitudes and uncivil relationships against the teacher or the institution. Finally, other stress  
221 factors can be given by the hierarchy, difficult relationships between colleagues and  
222 precarious and undefined hiring role (Marić et al., 2021).

223 Therefore, in order to better understand the problem, it is important to analyze teacher  
224 burnout taking into account the different triggering factors that for practical reasons are  
225 divided into three macro-categories: individual factors, organizational factors and socio-  
226 cultural factors.

#### 227 **3.4.2 The effects of burnout on teachers**

228 The effects of burnout on teachers are very similar to those of burnout in general since in  
229 both situations psychosomatic pathologies occur. However, the teacher tends to assume  
230 attitudes of detachment, both physical and emotional, when the care relationship is lacking.

231 Marić et al. (2021) tried to outline the symptoms of burnout in teachers by proposing three  
232 levels: the performance level, the relationship level and the emotional-behavioral level.  
233 According to the authors, at the performance level, several problems arise, including:  
234 difficulty in organizing one's time, inability to meet various deadlines, desire to leave the  
235 workplace, dissatisfaction with one's work and low levels of productivity. While at the  
236 interpersonal relationship level, aggressive behavior towards others, introverted attitudes,  
237 difficulty in relationships with colleagues and frequent conflicts with the lack of will to  
238 cooperate and demotivation towards group work can be noted. Finally, at the behavioral and  
239 emotional level, the following may emerge: loss of appetite, low self-esteem, use of  
240 substances (alcohol, tranquilizers, caffeine), alienation, difficulty in relaxing, development of  
241 frequent illnesses, joint pain and continuous negative thoughts (Parker, Tavella&Hopcraft,  
242 2023).

#### 243 **4. Research methodology**

244 The research study, carried out among the teachers of few higher educational institutions in  
245 Chennai, focused on assessing the risk of burnout for all the respondents who work there. To  
246 carry out this research, the Maslach Burnout Inventory (MBI) was used, a questionnaire  
247 aimed at assessing the risk of burnout in educational professions (Maslach, Jackson E &  
248 Leiter, 1997). It is characterized by 22 items that investigate the three main scales of the  
249 questionnaire: depersonalization, reduced personal fulfillment and emotional exhaustion. The  
250 sample consists of 45 faculty members who work at few selected higher educational  
251 institutions at Chennai.

#### 252 **5. Results**

253 *Objective 1: to establish the percentage of burnout within the cooperative under examination*  
254 *and the consequent level of emotional exhaustion, depersonalization and reduced personal*  
255 *fulfilment.*

256 The sample of 45 teachers studied, belonging to the different higher educational institutions,  
257 presents a general condition of low level burnout (low level: 70.6%, medium level 26.7%,  
258 high level 2.7%). The level of burnout in terms of three different aspects: emotional  
259 exhaustion, depersonalization and reduced personal fulfilment are presented below.

##### 260 **5.1 Emotional exhaustion**

261 Emotional exhaustion is the main characteristic of burnout and is revealed as a perception  
262 that makes the individual feel in constant tension and emotionally detached from others  
263 (Kalynychenko et al., 2021). However, this criterion is fundamental but is not sufficient to

264 determine the onset of burnout. Furthermore, emotional exhaustion is not something that is  
265 felt, but it is only the beginning that leads the subject to put in place barriers of distance  
266 between themselves, their work and others. The main signs of emotional exhaustion are:  
267 psychological impotence, desperation, depression, anger, impatience, irritability, fatigue,  
268 grumpiness, headaches, nausea, muscle tension and sleep disorders.

269 The questionnaire showed that the respondents present a medium-low level of burnout risk  
270 (low level 58%, medium level 41%) but among them, 1% of them present a high level of risk.  
271 Teachers who involve primarily into teaching and teachers who involve more into  
272 administrative responsibilities have an equal score confirming as previously the presence of  
273 medium-low burnout (low level 50%, medium level 44%), however, despite a low score it  
274 should be noted that 6% of them are at high risk.

275 Furthermore, the only coordinator who responded to the questionnaire has a low risk of  
276 burnout (low risk 100%). As for the teachers with administrative responsibilities, however,  
277 there is a low risk (low level 67%, medium level 22%) but there is a fairly considerable  
278 percentage of high risk which is 11%. Finally, the pure teaching staff has a low level of  
279 burnout (low level 94%, medium level 0%, high level 6%). In essence, the questionnaire  
280 showed that the level of emotional exhaustion among all the respondents who participated is  
281 the following: 60% low risk, 36% medium risk, 3% high risk.

## 282 **5.2 Depersonalization**

283 Depersonalization is a response to burnout and a consequence of emotional exhaustion that  
284 occurs when not enough strategies are put in place to counteract it. Depersonalization leads  
285 the person to develop a high sense of cynicism and to distance themselves from all work-  
286 related issues (Ferrari, 2020). The main signs that characterize depersonalization are:  
287 “negative attitudes of detachment, cynicism, coldness and hostility constitute the attempt to  
288 protect oneself from exhaustion and disappointment, minimizing one’s involvement in work.  
289 A frequent consequence of depersonalization is the perception of guilt by the operator”  
290 (Palacios et al., 2021).

291 From the questionnaire it emerged that the general percentage obtained for depersonalization  
292 is the following: low risk 91%, medium risk 6%, high risk 3%. Confirming also in this case a  
293 prevalence of low risk regarding the development of burnout. In this case, unlike the area of  
294 emotional exhaustion, pure teachers and teachers with administrative responsibilities obtained  
295 very encouraging scores that oscillate between 100% and 83%, highlighting that in their work

296 they do not put into practice negative and cynical attitudes neither towards others nor towards  
297 themselves, characteristics that are typical of a subject in the burnout phase.

298

### 299 ***5.3 Reduced personal fulfilment***

300 Reduced personal fulfilment is characterized by a total lack of confidence in one's own  
301 abilities and very often attitudes of escape, dismissal or continuous and prolonged absences  
302 from the workplace develop (Burns et al., 2021). The main symptoms that characterize  
303 reduced personal fulfilment are the following: inadequacy, the subject may feel incompetent  
304 towards their work, low confidence in their own abilities, self-esteem decreases and the first  
305 symptoms of depression may appear (Kalynychenko et al., 2021).

306 Finally, regarding the reduced personal fulfilment of the sample examined, the following  
307 scores emerged: low level 67%, medium level 31% and high level 2%. In this case, the  
308 category of pure teachers presents a medium-low level (low risk 58%, medium risk 41%,  
309 high risk 2%). The teachers with administrative responsibilities present a low level of burnout  
310 development (low risk 75%, medium risk 22%, high risk 2%).

311 *Objective 2: To make a comparison between those who are primarily into teaching and those*  
312 *who take administrative responsibilities mostly.*

313 By comparing respondents who are primarily into teaching with those who are more into  
314 administrative responsibilities, it emerged that in both cases the risk of burnout is relatively  
315 low, with the only difference that both of them have a greater probability of developing a  
316 medium risk burnout.

### 317 **6. Discussion and possible intervention strategies**

318 The investigation of the burnout situation, carried out among the teachers of higher  
319 educational institutions, using Maslach Burnout Inventory (MBI), shows a low level burnout  
320 condition (low level 70.6%, medium level 26.7%, high level 2.7%). The questionnaire was  
321 administered during November and December 2024 and involved 45 respondents. This study  
322 did not investigate a possible correlation between the degree of burnout and the age of the  
323 workers since they are mostly figures aged between 26 and 58 years. Furthermore, it was not  
324 possible to highlight further correlations between the degree of burnout and gender because  
325 most of the respondents are female (41 out of 45). However, thanks to this study it was  
326 possible to observe whether the respondents present the burnout syndrome and whether there  
327 is a difference between those who work closely with students and those who deal with  
328 organizational and administrative aspects. In fact, one of the most significant data that

329 deserves attention concerns the area of emotional exhaustion which in pure teachers and  
330 teachers more into administrative responsibilities is characterized by 42% against 25%.

331 This study helps to have a vision of the worker's profile in relation to the symptoms of  
332 burnout and therefore understand if these are present, which are the most frequent, what their  
333 intensity is and how much they influence and interfere with the normal functioning of the  
334 subject. This study allows us to understand how serious burnout is within the structure and if  
335 it compromises relationships within the workplace. Furthermore, it also provides us with  
336 ideas to understand if there are repercussions within the family environment.

337 Strategies to prevent burnout in work contexts must take into account psychosocial risks,  
338 motivational aspects and factors that can cause organizational changes. However,  
339 Maslach&Leiter (2022) in several of their studies have shown that the support of the work  
340 group and the possibility of expressing and sharing work or personal problems, while trying,  
341 at the same time, to create or find new solutions, can significantly reduce burnout.

342 Communication and social support are already two prevention techniques that are  
343 implemented at the time of training, given that in burnout the aspects at play are multiple and  
344 therefore prevention techniques must focus simultaneously on different fronts that concern  
345 the individual in his totality, the work context in which he works and the interpersonal  
346 relationships he establishes (Sandrin, 2022).

347 In the work environment, in this regard, Maslach& Leiter (2016) proposes three fundamental  
348 factors (collaborate, personalize and commit) that serve to encourage participation and  
349 achieve lasting changes. In fact, collaboration implies that all employees contribute to the  
350 improvement of the organization or an aspect of it and that each of them has a key role in the  
351 change process. Collaboration begins when a problem is identified and all employees work to  
352 solve it by implementing continuous exchanges of information. Personalization implies the  
353 adaptation of a change, which follows the principle of corporate culture and is inherent to the  
354 sector of employment. The personalization of initiatives occurs when within the organization  
355 the correspondences between employees are harmonious and collaborative, such as to  
356 increase the probability of success. Finally, commitment is a support and an effort towards  
357 changes because the problems may not be resolved immediately and therefore the possible  
358 solutions may require a longer intervention and with the possibility of new changes and  
359 adaptations. However, if all the employees involved share the main objective, they will be  
360 more motivated to commit themselves to achieving the expected results (Maslach& Leiter,  
361 2022).

362 However, whatever method is chosen to intervene to prevent burnout, the essential element is  
363 clear and transparent communication that creates the conditions in advance to prevent events  
364 that, if neglected or untreated, could lead the individual to face very serious and burdensome  
365 situations at an individual, work and social level. Even with regard to the teachers, it is  
366 appropriate to implement intervention strategies when the first symptoms appear, especially  
367 because the phenomenon of burnout is multidimensional and is intertwined with both  
368 individual and extra-individual factors such as society, institutions, organizations and culture.  
369 To conclude, this work focused in particular on establishing the general percentage of  
370 burnout among the respondents and observing the resulting level of emotional exhaustion,  
371 depersonalization and reduced personal fulfillment. Finally, it was also possible to make a  
372 comparison between those who work closely with students and those who deal with  
373 administrative and organizational aspects, in order to have an even broader and clearer vision  
374 of the burnout syndrome.

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