



REVIEWER'S REPORT

Manuscript No.: IJAR-57938

Title: COMBATING TEACHER BURNOUT: PROVEN STRATEGIES AND PREVENTION TECHNIQUES,

Recommendation:

Accept after minor revision

Rating	Excel.	Good	Fair	Poor
Originality		✓		
Techn. Quality			✓	
Clarity			✓	
Significance	✓			

Reviewer Name: Abdul Haseeb Mir

Detailed Reviewer's Report

The manuscript under review addresses an exceptionally urgent, systemic, and psychologically profound crisis within contemporary pedagogy: the escalating prevalence of burnout syndrome among educators working in higher education institutions. The author properly frames stress not merely as an isolated, temporary physiological reaction, but as a chronic occupational hazard that manifests when an individual's internal coping mechanisms are completely overwhelmed by sustained external institutional demands. The institutional significance of this study is remarkably high. Within modern academic environments, teachers are increasingly subjected to a highly demanding set of pressures, including chronic resource shortages, uncompetitive compensation scales relative to their societal and educational responsibilities, and the exhausting emotional labor required to maintain classroom cooperation, student integration, and strict self-control.

By focusing the empirical inquiry on higher education institutions in Chennai, the paper provides a crucial regional perspective on an international pandemic of educator attrition. It explores how structural teaching environments act as accelerators for psychological exhaustion, directly threatening institutional stability, teaching quality, and student learning outcomes. The scope of the paper is well-conceived, seeking to bridge the gap between abstract psychological stress theories and practical, evidence-based coping interventions that can be implemented at both the individual and administrative levels.

REVIEWER'S REPORT

Methodologically, the study utilizes an empirical quantitative survey design, analyzing primary data collected from 45 higher education teachers in Chennai. The core strength of the research design lies in its deployment of the Maslach Burnout Inventory (MBI), which is globally recognized as the gold-standard psychometric instrument for assessing occupational burnout in the human services and educational professions. The instrument is properly structured around 22 distinct items designed to measure and quantify the three foundational dimensions of burnout syndrome: emotional exhaustion, which captures the feelings of being psychically overextended and drained by one's work; depersonalization, which tracks the development of cynical, detached, and excessively impersonal responses toward students and colleagues; and a reduced sense of personal accomplishment, which measures a decline in an educator's feelings of competence and successful achievement in their teaching role.

The analytical focus of the paper centers on establishing the general percentage distribution of these three burnout scales across the sampled faculty. By using a validated psychometric framework, the author ensures that the empirical findings are anchored in a recognized psychological taxonomy, allowing for direct comparison with international baseline data on teacher well-being. However, while the choice of the MBI instrument is methodologically sound, the statistical analysis in the current draft requires a substantial upgrade to move past simple descriptive summaries and meet the standards of a top-tier educational research journal.

The central thesis of the manuscript posits that teacher burnout is a predictable, structural consequence of an imbalance between workplace demands and available resources, rather than an individual psychological failure. The author constructs this argument by demonstrating how systemic institutional failures—such as inadequate salary structures and the expanding administrative workloads of modern universities—deplete teachers' emotional reserves.

Operating implicitly within the framework of organizational psychology, the paper argues that when an institution fails to provide adequate rewards or supportive infrastructure, teachers experience a profound sense of professional devaluation. The manuscript illustrates how this devaluation triggers a damaging cycle: as emotional exhaustion sets in, teachers naturally distance themselves from their students as a defense mechanism, leading to depersonalization. This cynicism, in turn, erodes their teaching effectiveness, resulting in a collapse of their sense of personal accomplishment and driving them toward administrative burnout or early retirement. The author concludes that mitigating this syndrome requires a dual-pronged strategy that combines personal stress-reduction techniques with sweeping institutional reforms.

REVIEWER'S REPORT**Recommendations for Manuscript Improvement****Expanding the Statistical Reporting of the Maslach Burnout Inventory Data**

The primary recommendation to enhance the manuscript's empirical depth centers on the presentation and analysis of the quantitative data. The current draft focuses broadly on general percentage distributions, which leaves the empirical findings surface-level. To achieve publishable standards for a peer-reviewed behavioral science journal, the author must introduce comprehensive, multivariate statistical tables detailing the mean scores, standard deviations, and variance metrics for all three MBI subscales: emotional exhaustion, depersonalization, and personal accomplishment. Rather than treating the 45 participants as a single group, the author should disaggregate the data using independent samples t-tests or Analysis of Variance (ANOVA) to examine how burnout rates vary across critical demographic categories, such as gender, age cohorts, institutional funding structures, and years of teaching experience. This deeper statistical reporting will expose hidden patterns, such as whether early-career faculty suffer more from emotional exhaustion than tenured professors.

Explicitly Anchoring the Narrative in the Job Demands-Resources Model

The manuscript currently discusses teacher stress in a theoretical vacuum, referencing burnout as a general concept without engaging deeply with established organizational psychology frameworks. The author should address this by thoroughly revising the literature review and discussion sections to explicitly anchor the empirical data within the Job Demands-Resources (JD-R) model. By applying this model, the author can clearly categorize classroom stressors—such as large class sizes, student behavioral management issues, and administrative tasks—as job demands that drain educators' energy. Conversely, institutional support systems—such as peer mentoring, administrative appreciation, and professional autonomy—can be framed as job resources that promote motivation and shield teachers from exhaustion. Grounding the analysis in the JD-R framework will transform the manuscript from a simple local survey into a sophisticated theoretical critique of university management structures.

Addressing and Justifying the Limitations of the Small Sample Size

A significant limitation of the current research design is its reliance on a relatively small sample of 45 teachers drawn from only a few selected institutions in Chennai. In peer-reviewed methodology evaluations, a small sample size restricts the statistical power and broad generalizability of the findings. The author must insert a dedicated, self-reflective limitations section that openly acknowledges this constraint. This section must discuss the potential presence of selection bias, considering that online questionnaire distribution often suffers from self-selection, where individuals already experiencing high levels of stress are more motivated to respond. To justify this sample size, the author should position the

REVIEWER'S REPORT

current study as a localized pilot project, explicitly outlining a methodological roadmap for future longitudinal studies with larger, stratified sample cohorts across the state.

Developing a Critical Taxonomy of Multi-Level Interventions

The final sections of the manuscript propose strategies to combat burnout, but they tend to group all interventions together, which obscures the practical division of institutional responsibilities. The author should introduce a clear, structured taxonomy that separates interventions into individual-focused and organization-focused strategies. The narrative must critically evaluate individual techniques—such as mindfulness-based stress reduction, emotional self-regulation training, and cognitive behavioral coping mechanisms—while emphasizing that these personal tactics are insufficient if the underlying workplace environment remains toxic. Therefore, the paper must place heavier emphasis on organizational interventions, providing a detailed analysis of necessary institutional changes, such as restructuring salary scales, capping weekly contact hours, establishing transparent performance-recognition systems, and providing university-funded mental health support.

Standardizing and Completing the Bibliographic Metadata Records

A thorough audit of the manuscript's reference list reveals numerous incomplete citations and formatting inconsistencies, particularly among the recent 2024 and 2025 publications on organizational stress. Several entries are completely missing essential publication metadata, such as journal volume designations, issue numbers, precise page ranges, or valid digital object identifiers. The author must systematically review the entire bibliography to complete these missing components and ensure that every single entry conforms perfectly to a singular, standardized style manual, such as the APA seventh edition manual, which is a mandatory requirement for inclusion in major educational indexes.

Eradicating Typographical Anomalies and Layout Processing Remnants

Finally, the review copy features minor mechanical formatting shifts, irregular line spacing around major section transitions, and inconsistent paragraph indentations that detract from its professional presentation. There are a few instances where punctuation marks are placed incorrectly next to psychometric acronyms, alongside minor typographical errors within the introductory abstract paragraphs. The author must manually proofread the entire document to eliminate these visual artifacts. Ensuring that the manuscript possesses a flawless visual layout will provide a polished, highly professional appearance that matches the empirical importance of the psychological data.

Editorial Recommendation

This manuscript is recommended for **publication with major revisions**. The author has selected an exceptionally vital, original, and impactful topic by investigating the prevalence of educator burnout using a globally recognized psychometric framework within the higher education landscape of Chennai.

International Journal of Advanced Research

Publisher's Name: Jana Publication and Research LLP

www.journalijar.com

REVIEWER'S REPORT

The utilization of the Maslach Burnout Inventory is highly appropriate, the conceptual understanding of emotional exhaustion is accurate, and the focus on identifying interventions addresses an urgent practical need within university administration.

However, to make the paper suitable the manuscript must move away from broad percentage descriptions and provide rigorous, disaggregated multivariate statistical analyses. Once the author updates the text to include full mean and standard deviation matrices, grounds the discussion explicitly in the Job Demands-Resources model, critically addresses the sample size limitations, and standardizes the incomplete reference bibliography, this manuscript will be a strong, highly analytical, and relevant.