



International Journal of Advanced Research

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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 : Faheem Abdul Muneeb

Detailed Reviewer's Report

Overall Evaluation

This manuscript examines the prevalence of burnout among teachers working in selected higher educational institutions in Chennai and explores possible intervention strategies for preventing and managing burnout. Using the Maslach Burnout Inventory (MBI), the study assesses three core dimensions of burnout—emotional exhaustion, depersonalization, and reduced personal fulfilment—among a sample of 45 faculty members. The paper also compares burnout levels between teachers primarily engaged in teaching and those with greater administrative responsibilities.

The topic is important and highly relevant to contemporary educational research. Teacher well-being, occupational stress, and burnout have become increasingly significant concerns in higher education, particularly given changing institutional demands, expanding administrative responsibilities, and growing

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expectations placed upon academic staff. The manuscript addresses an issue with clear practical implications for educational institutions and workforce management.

The paper demonstrates familiarity with the burnout literature and appropriately utilizes the Maslach Burnout Inventory, one of the most widely recognized instruments for assessing burnout. The discussion of emotional exhaustion, depersonalization, and reduced personal fulfilment is generally consistent with established scholarship, and the manuscript succeeds in highlighting the multidimensional nature of burnout among educators. The effort to compare teaching-oriented faculty with those holding administrative responsibilities also adds an interesting dimension to the study.

However, while the topic is worthwhile, the manuscript requires further refinement in several areas. The research design remains relatively limited, the sample size is modest, and the statistical analysis is largely descriptive. Several methodological details are insufficiently explained, making it difficult to assess the robustness of the findings. The discussion section often moves beyond the evidence presented, and there are numerous language, formatting, and presentation issues throughout the manuscript. Despite these limitations, the study offers useful preliminary insights and has the potential to contribute to discussions on teacher well-being following revision.

Strengths of the Paper

One of the primary strengths of the manuscript is the practical relevance of its subject matter. Burnout among educators remains an important concern globally, and studies focusing on higher education faculty contribute to understanding occupational well-being within academic environments. The paper addresses a topic that is both socially significant and institutionally relevant.

The manuscript also benefits from a clear focus. The objectives are straightforward and understandable, centering on the measurement of burnout levels and the comparison of different categories of faculty members. This clarity helps readers follow the purpose of the study and the logic of the analysis.

Another positive aspect is the use of the Maslach Burnout Inventory. The selection of a well-established and widely validated instrument strengthens the credibility of the study and provides a recognized framework for assessing burnout dimensions. The analysis of emotional exhaustion, depersonalization, and reduced personal fulfilment aligns with established burnout research.

The literature review demonstrates reasonable engagement with previous studies on occupational stress, burnout, teacher well-being, and organizational factors influencing burnout. The discussion of potential

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causes, symptoms, and consequences of burnout provides useful contextual background for the empirical investigation.

The manuscript is also commendable for attempting to move beyond diagnosis and discuss prevention strategies. The emphasis on communication, organizational support, collaboration, and institutional intervention enhances the practical value of the study and broadens its relevance for educational administrators and policymakers.

Areas for Improvement

The methodological section requires greater detail and clarity. While the paper states that 45 faculty members from selected higher educational institutions in Chennai participated in the study, the sampling procedure is not sufficiently explained. Readers are not informed about how participants were selected, how institutions were chosen, whether participation was voluntary, or whether any inclusion criteria were applied. Additional information regarding the sampling process would improve the transparency and credibility of the research.

The relatively small sample size should also be acknowledged more explicitly as a limitation. Although the findings offer useful preliminary observations, the sample is unlikely to support broader generalizations about burnout among higher education teachers in Chennai or beyond. A stronger discussion of the study's scope and limitations would strengthen the manuscript.

The analysis itself remains largely descriptive. The study reports percentages for different burnout categories but does not employ statistical tests to examine whether observed differences between groups are meaningful. Given that one of the objectives is to compare teachers engaged primarily in teaching with those involved in administrative responsibilities, the inclusion of appropriate statistical analysis would substantially strengthen the findings and provide greater analytical depth.

The discussion section occasionally makes interpretations that extend beyond the evidence presented. For example, several conclusions regarding workplace relationships, family implications, and organizational functioning are introduced without direct empirical support from the collected data. The discussion would be more persuasive if interpretations were more closely tied to the study's actual findings.

The presentation of results would benefit from greater precision. In some sections, percentages are reported without sufficient contextual explanation, and the categorization of respondents into different occupational roles is not always entirely clear. The manuscript would be strengthened through the

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inclusion of summary tables presenting the burnout dimensions and subgroup comparisons in a more systematic format.

The literature review is comprehensive in terms of breadth but could be improved through stronger synthesis. Much of the review consists of descriptive summaries of previous studies. Greater critical engagement with existing scholarship, particularly regarding competing explanations of teacher burnout and organizational stress, would strengthen the theoretical foundation of the study.

There are also several issues relating to referencing and formatting. Certain references appear duplicated, while citation formatting is occasionally inconsistent. The reference list should be carefully reviewed to ensure accuracy, consistency, and adherence to the journal's referencing style.

Finally, the manuscript would benefit significantly from professional language editing. Numerous grammatical errors, punctuation inconsistencies, spacing problems, awkward sentence constructions, and typographical issues appear throughout the text. While these do not obscure the overall meaning, they affect readability and the overall presentation of the manuscript. Careful proofreading is strongly recommended prior to publication.

Final Recommendation

Accept with Minor Revisions

The manuscript addresses an important issue in higher education and provides useful preliminary evidence regarding burnout among teachers in selected institutions in Chennai. The use of an established measurement instrument and the focus on practical intervention strategies add value to the study. While the paper would benefit from greater methodological clarity, stronger analytical treatment of the data, improved discussion of limitations, and substantial language editing, these concerns are primarily matters of refinement rather than fundamental flaws. With appropriate revisions, the manuscript has the potential to make a worthwhile contribution to the literature on teacher well-being, occupational stress, and burnout prevention in educational settings.