

Factors of Burnout among Teachers: A Systematic Review

Husna Amirah Menon, Tan Lee Shee, Liyana Syifaa Binti Ahmad Zaini, Wan Norhayati Binti Wan Othman, Zaida Nor Zainudin, Muharram Anuar

Faculty of Educational Studies, Universiti Putra Malaysia
Corresponding Author Email: wannorhayati@upm.edu.my

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Abstract

Burnout, characterized by emotional, physical, and mental exhaustion due to prolonged stress, is a significant concern for teachers worldwide. This systematic review aims to explore and synthesize the primary factors affecting burnout among teachers. Following the PRISMA model, we conducted a comprehensive search in databases such as Scopus and Science Direct and reviewed 12 studies across various educational settings, including primary and secondary schools, universities, colleges, and special education setting. Key findings highlight emotional regulation as crucial in mitigating burnout, alongside factors such as perceived well-being, self-efficacy in handling classroom challenges, levels of work engagement, and the supportive or stressful nature of school environments. While studies varied in methodology and focus, the synthesis underscores these factors as consistently influential across different educational contexts. To address the identified challenges, evidence-based recommendations are proposed for policymakers, educators, and school administrators. Strategies include fostering emotional intelligence training for teachers to enhance emotional regulation skills, implementing well-being programs to support mental health, promoting self-efficacy through professional development opportunities, fostering a positive work environment to increase engagement, and tailoring support systems that consider the unique contextual factors of each educational setting. This systematic review provides actionable insights for stakeholders aiming to mitigate teacher burnout and enhance overall well-being within educational settings as well as highlighting the limitations to fill the current literature gap.

Keywords: Factors of Burnout, Teachers, School

Introduction

Burnout, a state of emotional, physical, and mental exhaustion caused by excessive and prolonged stress, has been identified as a critical issue among teachers globally. The teaching profession, characterized by high levels of responsibility, emotional investment, and often inadequate support, predisposes educators to burnout. Understanding the factors

contributing to burnout among teachers is essential for developing effective interventions and support systems to enhance their well-being and performance.

Burnout in teachers can manifest through emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment (Maslach & Leiter, 2016). Emotional exhaustion refers to feelings of being emotionally drained and depleted of emotional resources. Depersonalization involves a distant or indifferent attitude towards work and students, while reduced personal accomplishment is the tendency to evaluate oneself negatively, particularly concerning work with students (Maslach & Jackson, 1981).

Based on the synthesis of findings from 12 reviewed studies, several key factors emerge as significant contributors to burnout among teachers. Emotional regulation plays a crucial role in managing the stressors of teaching (Ma & Liu, 2024; Majid et al., 2024), while self-efficacy enhances teachers' belief in their capabilities and reduces emotional exhaustion (An & Tao, 2024; Pei et al., 2024). Well-being is essential, influencing job satisfaction and resilience against burnout (Assali & Abdouli, 2024; Ma & Liu, 2024). Work engagement correlates with lower burnout levels, emphasizing the importance of meaningful engagement in teaching (Fathi & Saeedian, 2020; Yang & Du, 2024). Additionally, school context, including administrative support and workload management, significantly affects burnout levels among educators (Pressley et al., 2024; Zeng et al., 2024).

This systematic review of the literature reveals that the impact of burnout extends beyond the individual teacher, affecting the broader educational environment. Burnout can lead to decreased teacher effectiveness, increased absenteeism, and higher turnover rates, which ultimately affect student outcomes and school performance (Demerouti et al., 2001). Moreover, the emotional labor involved in managing student behavior and interactions with parents adds to the emotional toll (Chang, 2009). Therefore, addressing burnout is not only crucial for the well-being of teachers but also for the overall quality of education.

Given the multifaceted nature of burnout, a comprehensive understanding of its contributing factors is imperative. This systematic review aims to explore the primary factors contributing to burnout among teachers by synthesizing findings from existing literature and empirical research. By identifying these factors, the study seeks to inform policies and practices that can mitigate burnout and support teacher well-being.

Objective

The objective of this systematic review is to comprehensively examine and synthesize the factors contributing to burnout among teachers across various educational settings and cultural contexts. By analyzing empirical studies, this review aims to:

1. Identify and analyze the primary factors contributing to burnout among teachers.
2. Provide evidence-based recommendations for policymakers, educators, and school administrators to develop effective strategies and support systems to mitigate teacher burnout and enhance their well-being.

Methodology

The current study utilized the PRISMA model (Page et al., 2021), which is for the selection of the various articles that are relevant to the aims of study. Two major academic databases,

Science Direct and Scopus have been chosen and followed by the search included three keywords, which are "Factors", "Teachers," and "Burnout ". The search yielded a total of 2149 studies, with 1542 records identified from Science Direct and 607 from Scopus. Following the identification phase, an initial screening process was conducted. This involved reviewing the titles and abstracts of the 2149 studies to filter out those that were irrelevant to the research question. There were some criteria for exclusion at this stage, such as not focusing on teacher burnout, being conducted in unrelated fields, or not addressing the key factors contributing to burnout. This screening process significantly narrowed down the pool of studies to 120, which were deemed potentially relevant based on their abstracts. The next step involved a more rigorous full-text assessment of the 120 studies that passed the initial screening.

Each study was evaluated against predefined eligibility criteria. These criteria could include methodological quality (e.g., study design, sample size, data analysis techniques), relevance to the specific research question (i.e., factors contributing to teacher burnout), and the context in which the study was conducted. During this phase, the quality and relevance of each study were critically appraised, resulting in 80 studies being assessed as eligible and relevant for the review. Simultaneously, 68 studies were excluded with documented reasons, which included methodological concerns, unrelated targeted participants, lack of relevance to the core research focus, or duplication of data. The final step in the methodology is the inclusion of studies that meet all the rigorous criteria set forth during the eligibility assessment. Out of the 80 eligible studies, 12 studies were included in current systematic review. These studies were selected for their high relevance, methodological soundness, and contribution to understanding the factors that associated with burnout among teachers. The inclusion of these 12 studies ensures that the review is comprehensive, drawing on a robust body of evidence to synthesize findings and draw meaningful conclusions.

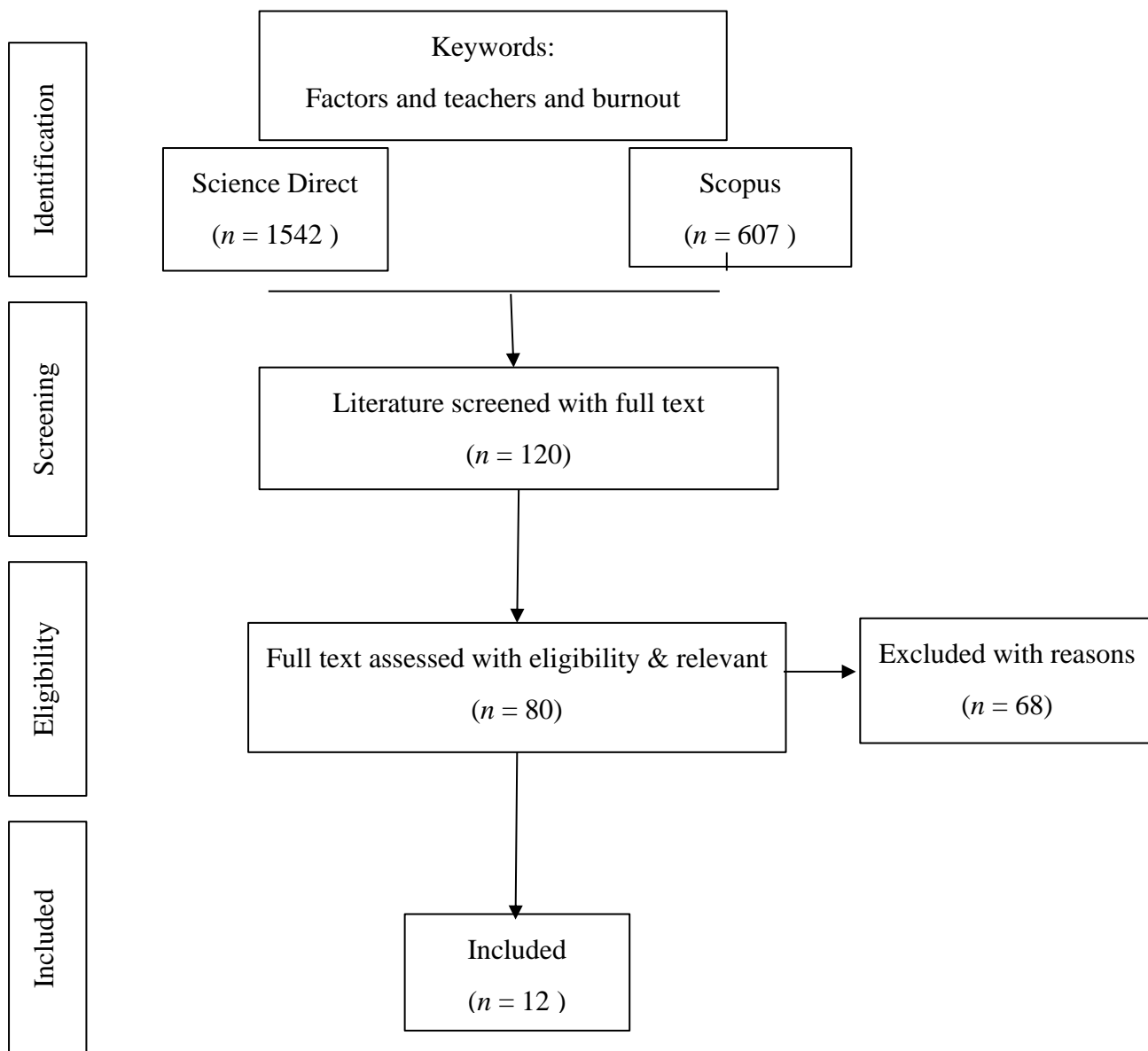


Figure 1. PRISMA flowchart for a systematic review on factors of burnout among teachers.

Findings

The main findings about the factors of burnout from the selected articles are summarized and shown in Table 2. It clearly outlined the essential information, such as the author with year of publication, title of articles, country, participants, and main findings of each selected article.

Table 1
Summarized Findings from Selected Articles

Author & Year	Title of Article	Country	Participants	Main Findings
Ma & Liu, 2024	Emotion regulation and well-being as factors contributing to lessening burnout among Chinese EFL teachers.	Online survey from various universities	398 Chinese English as a Foreign Language (EFL) teachers	Teachers’ burnout was significantly predicted by emotion regulation and well-being.

		and colleges		
McGrew et al., 2023	Special educators' mental health and burnout: A comparison of general and teacher specific risk factors.	United States	490 special educators from public or charter schools	School and teacher variables were stronger predictors of emotional exhaustion of burnout, compared to psychosocial variables, especially use of threat appraisal and work engagement.
An & Tao, 2024	English as a foreign language teachers' burnout: The predictor powers of self-efficacy and well-being.	20 cities in 12 provinces from different universities and colleges	403 Chinese EFL teachers	Well-being and self-efficacy were significantly affecting burnout among teachers.
Szigeti et al., 2023	Antecedents and components of burnout among Hungarian teachers in a cross-sectional study: Development of the burnout antecedents and components questionnaire.	Budapest	618 teachers who participating in postgraduate course	Emotional exhaustion of burnout had strong association with first- and second-order factors, with the lowest correlation with pressure to prove oneself and passivity.
Zeng et al., 2024	Noticing the unnoticed: Teacher self-efficacy as a mediator between school context and teacher burnout in developing regions.	China	802 high school EFL teachers	The three dimensions of burnout were related to supervisory support, relations with colleagues, self-efficacy, time pressure, and even the mediating effect of self-efficacy.
Emir et al., 2023	The stressors affecting teacher burnout in emergency remote teaching context.	Turkey	Three selected teachers	The main factors of burnout among teachers were dissatisfaction with job, political context, and social support.
Yang et al., 2023	Relationship between sleep disturbance and burnout among Chinese urban teachers: Moderating roles of resilience	Shenzhen city in Guangdong province, China	14218 primary and secondary school teachers	The moderating effect of resilience on the positive relationship between poor subjective sleep quality and burnout.
Yang & Du, 2024	The effect of teacher self-efficacy, online pedagogical and content knowledge, and emotion regulation on teacher digital burnout: a mediation model.	Hangzhou, China	390 full- and part-time lecturers	Online teaching competency and self-efficacy significantly predicted burnout, and found the mediating effect of emotion regulation.
Du et al., 2023	Validation of the short grit scale (Grit-S) in Chinese physical education teachers.	Guizhou Province, China	256 physical education teachers from primary and secondary schools	Grit score was significantly negative associated with burnout among teachers.

Pressley et al., 2024	Understanding teacher burnout following COVID-19	United States	779 OK-12 elementary teachers	Burnout was related to lack of administrative support, school mental health resources, and teacher autonomy.
Pei et al., 2024	How work stress influence turnover intention among Chinese local undergraduate university teachers: the mediating effect of job burnout and the moderating effect of self-efficacy	China	7565 local university teachers	Work stress positively predicted job burnout and turnover intention, and the moderating roles of self-efficacy.
Majid et al., 2024	Protecting language teachers from burnout: The roles of teaching mindset, teaching grit, and emotion regulation.	Iran	218 EFL teachers	Burnout was related to teaching mindset, teaching grit, and reappraisal or suppression emotion regulation strategies.

Discussion

Study Characteristics

A total of 12 past studies had been selected to investigate the factors affecting burnout among teachers, which included different settings, such as primary or secondary school, university or college, and special education setting. Most of the selected articles applied quantitative methods, as 11 out of 12 conducted quantitative methodology by using self-report questionnaires, whereas one study used interview methodology to investigate the burnout in-detail. The selected articles were conducted in various countries, like China ($n=5$), United States ($n=2$), Iran ($n=1$), Turkey ($n=1$), Budapest ($n=1$), and two of 12 researches involved the participants from diverse universities and colleges. Based on the main findings, the current review discussed primarily three factors that caused burnout to teachers, which are personal, job-related, and social factors.

Personal Factors

Personal factors refer to the individual's characteristics or abilities to cope with burnout and stress as a teacher. Few articles emphasized the role of self-efficacy in decreasing burnout (An & Tao, 2024; Pei et al., 2024; Yang & Du, 2024; Zeng et al., 2024).

Self-Efficacy

Self-efficacy is the beliefs held by educators about their ability to achieve positive alterations in the students' academic success (Mok & Moore, 2019). Self-efficacy was beneficial, because it led to greater engagement, willingness, admiration, and commitment towards the students as compared to teachers with lower self-efficacy (Fathi & Saeedian, 2020). Self-efficacy can increase their confidence and passion in the teaching profession, which enables them to develop positive emotions when facing difficulties and avoid mental exhaustion. One of the burnout dimensions is personal accomplishment, greater self-efficacy improves teachers' belief about their competency in teaching, which can fulfill their sense of personal accomplishment in career and are motivated to achieve professional expectations (Friesen et al., 2023). Hence, poor self-efficacy would cause negative beliefs about their ability in teaching goals and become less confident and competent, in turn, they feel less work engagement and burnout due to difficulty and negative emotions when facing challenges.

This is the reason that Majid et al. (2024) highlighted the relationship between teaching mindset and burnout, as teachers with growth-mindset believed they can enhance their works by hard work. They tend to value teaching knowledge and relevant skills, engage in professional activities to develop skills, which in turn they are less likely to have a sense of inefficacy and burnout. These evidences showed the effect of self-efficacy on burnout, with furthermore the role growth-mindset in developing self-efficacy among teachers.

Well-Being

Well-being is another important personal factor that is highlighted by selected articles (An & Tao, 2024; Ma & Liu, 2024). Well-being is a positive and lasting quality that assists people to thrive and grow (Wang et al., 2021), and tend to develop positive emotions. Well-being is important for teachers because it is related to greater job satisfaction, improved motivation and dedication to their teaching careers. Those with poor well-being tend to feel dissatisfied with their careers and engage in lower activity levels (Assali & Abdouli, 2024). Motivation and work engagement are crucial for professional development as it motivates teachers to acquire skills to overcome job stress and unpredictable challenges when teaching students. Sense of well-being can enhance self-efficacy and resilience in dealing with challenges related to job stress and exhaustion, which in turn, helps to decrease burnout rate among teachers (Ma & Liu, 2024). As previously discussed about the importance of self-efficacy on burnout, resilience is an important element which refers to the ability to adjust easily to any changes or adversity. Yang et al. (2023) found the moderating effect of resilience in the positive relationship between poor subjective sleep quality and burnout. It means that lower resilience will cause more severe burnout symptoms when having sleep disturbance issues. It could due to greater resilience enabled teachers to become more capable to acquire and mobilize coping resources. It was in accordance with the findings of Li (2023) which found that more resilient teachers could better cope with job stressors, such as workload, problematic students, and challenging classroom management, which can reduce burnout.

Emotion Regulation

Apart from these factors, emotion regulation had been emphasized by several articles (Ma & Liu, 2024; Majid et al., 2024; Yang & Du, 2024), which defines the ability to react to life's situations with different emotions in a socially acceptable and adaptable manner (Cole et al., 1994). Emotional regulation can help teachers manage emotions effectively to face challenges and difficulties, which less likely experience emotional exhaustion, depersonalization, and are beneficial for personal accomplishments. It could be the mediator in the association between self-efficacy and digital burnout, as the teachers with high self-efficacy and effective emotion regulation can develop resilient mindset to cope with adverse effects of digital burnout (Yang & Du, 2024).

According to Broaden-and-build theory, positive emotions are significant in enhancing individuals' momentary thought-action repertoire, which can develop personal resources (Fredrickson, 2001). Emotion regulation is related to improved resilience (Li, 2023) and self-efficacy (An & Tao, 2024) to prevent teachers from experiencing burnout. Emotion will influence the decision-making and thinking process, and hence the ability to manage emotions effectively can help teachers deal with stressful situations calmly, and even reduce the risk of having burnout or emotional exhaustion. Thus, Majid et al. (2024) highlighted the effects of emotion regulation strategy in predicting burnout. Reappraisal emotion regulation

can reduce the burnout because it involves reframing the meaning of situations to change the negative emotions or impact, whereas suppression emotional regulation strategy is inhibiting the emotions expression, which can increase the risk of burnout. It showed the significance of applying appropriate emotion regulation to enhance positive emotions, well-being and optimistic attitude when solving difficulties.

Grit Personality

Furthermore, grit is a non-cognitive personality trait that individuals sustain passionately and perseveringly to achieve the goals over a period despite facing any challenges and difficulties (Duckworth et al., 2007). Grit was a significantly negative predictor of burnout, as gritty teachers are better prepared in coping with challenges and working to achieve goals, and even more motivation and passion to pursue their career (Du et al., 2023; Majid et al., 2024). Grit was positively associated with teacher occupational well-being, as gritty individuals tend to develop a sense of purpose and meaning in the career, and even be more motivated tackling job-related difficulties to reach their goals (He et al., 2023; Lan & Moscardino, 2019). Therefore, it demonstrated the impact of grit and its connection with other personal factors that are effective in affecting burnout among teachers.

Job-Related Factors

Job-related factors refer to the aspects of teaching environment or experiences that caused burnout, such as stress related to teaching competence with unplanned policy, high workload, and time pressure of teaching.

Online Teaching Competence

Firstly, online teaching competence is one of the job-related factors, which is related to stress that is experienced during remote learning methods (Emir et al., 2023; Yang & Du, 2024). Due to COVID-19 pandemic, there was rapid application of distance and online learning because it is a safe and convenient learning method for students. But it affected the competency of teachers in delivering their knowledge, as they described the difficulties to build interaction with students, restricted the types of activities, hard to observe or perform the verbal and non-verbal behaviors (Emir et al., 2023). It will cause the teachers to find it hard to connect with students, and result in poor teacher-student relationships. This relationship is important for students' motivation in learning and sense of appreciation towards the educators, and even the teachers' motivation to teach students and be more passionate. It can cause educators to be enthusiastic in the teaching process and achieve their teaching goals, which in turn, lower the emotional exhaustion, psychological stress, and burnout (Cui, 2022). Hence, it demonstrated that teaching competence can be affected by the difficulties of online learning, and increased burnout due to the challenges to build interaction with students.

Furthermore, online teaching competence is also influenced by low student engagement in online or remote teaching. For instance, lack of interaction with students, low student attendance and participation in class, and turned-off cameras could reflect their low motivation in learning (Emir et al., 2023). Student engagement was related to teacher's working motivation, as the low interest, motivation and feedback of students could lead to diminished enthusiasm, creativity, and motivation in e-learning among teachers (Obrad & Circa, 2021). Similar to research by McGrew et al. (2023), classroom management, poor student motivation, and their academic performance can cause emotional exhaustion of

burnout. Student engagement influenced the teachers' willingness to invest effort and their enthusiasm in teaching, which lead to higher stress and diminished their competence. Thus, it increased the risk of burnout.

Based on Yang and Du (2024), online teaching competence could be two aspects. One was the educators' effort in encouraging students' interaction through activities, which had been stated previously about the difficulties of remote learning and low student engagement. Another aspect was following the academic integrity policies to ensure the fairness and credibility of the education system. In the findings of Emir et al. (2023), the unplanned policy of remote teaching was burnout factors, due to constant modifications in teaching styles, evaluations, and materials. The challenges of adjusting the teaching styles with the changes of education policies can decrease teachers' competency and cause burnout. Briefly, online teaching competence was a factor of burnout, due to the difficulties in teaching process, student engagement, and changing education policies that have to be followed.

Overload and Time Pressure

Secondly, overload was always the main issue among various careers, including teaching. Overload of tasks is defined as the amount of work and the difficulty to complete it after working hours (Szigeti et al., 2023). Teachers highlighted the extra workload by remote teaching, such as longer preparation time for subjects, irregular class hours, and having to respond to messages (Emir et al., 2023), which could be because teachers and students required time to adjust new learning styles. Another selected article highlighted the increased working hours per week caused the emotional exhaustion of burnout (McGrew et al., 2023). It could be explained by the association between neglecting an individual's needs with overcommitment and emotional exhaustion of burnout. Teachers with overloaded tasks tend to give up their personal activities and focus on their working tasks (i.e., increase working hours), which they would neglect their needs for themselves to rest. Simultaneously, overcommitment decreased the coping repertoire to problem solving and inhibited the coping strategies to deal with stress. Thus, both overcommitment and unfulfilling needs developed the vicious circle that increased negative emotions and burnout in working or teaching (Szigeti et al., 2023). Fulfilling one's needs to regain energy by practicing leisure activities is important for well-being and developing positive emotions (Fredrickson, 2009). It is related to the personal factors of burnout and Broaden-and-build theory that emphasized the significance of positive emotions in self-development.

Zeng et al (2024), found that the time pressure due to workload had a strong effect on emotional exhaustion, especially for female teachers who had family duties. It is because they had to complete family work, teaching and school workloads within limited time, which caused time pressure and diminished energy, and so, it led to emotional exhaustion and burnout. Nonetheless, the effect of time pressure or overload on burnout can be mediated by different factors, such as social support or personal characteristics. Maas et al. (2021), demonstrated the role of social support, as the school principal's support was negatively related to perceived time pressure and emotional exhaustion among teachers. Next, some people reported better self-efficacy when time constrained, which could be due to their active engagement in teaching and ambition (Zeng et al., 2024). Hence, it showed that workload and time pressure can affect burnout, but it can be related to other factors to reduce the risk of burnout, in which more research is essential to explore more.

Social Factors

Social factors are the effects of the social environment or interactions on an individual's thoughts, emotions, and behaviors. This factor included the influences of social interaction with people and social support from different authorities in causing burnout.

Social Interaction with People

Social interaction with others could influence the risk of experiencing burnout, such as the relationships with colleagues or coworkers. Szigeti et al. (2023), research found that the relationship between interpersonal conflicts and burnout, which referred to the intensity of conflicts and dissatisfaction in working and private life. In the teaching profession, teachers will interact with students and coworkers or colleagues in the same school. The relationship with students, coworkers and superiors had influences on the professional efficacy and emotional exhaustion of burnout, as positive relationships increased the efficacy and diminished the emotional exhaustion. But, the teacher-student relationship was found to cause stronger effect on burnout as compared to other relationship types (Rodríguez-Mantilla & Fernández-Díaz, 2017). Zeng et al. (2024), study also emphasized the role of relations with colleagues on burnout among teachers. A collaborative school atmosphere with positive relationships with people can assist teachers to improve their skills because they can learn from other teachers and be more engaged or motivated in teaching, as previously stated the importance of student engagement. Positive relationships can develop more positive emotions and satisfaction in teaching, which can decrease the risk of burnout.

Support from Authorities

Besides, the support from different authorities such as school and government were important in assisting burnout and mental health of teachers. Few selected articles highlighted poor or lack of administrative and government support as the factors of burnout (Emir et al., 2023; Pressley et al., 2024; Zeng et al., 2024). Administrative support was a significant factor of well-being, such as limited resources, their encouragement, constructive criticism, and acknowledgement or recognition were influencing teachers' well-being (Assali & Abdouli, 2024). School leaders can practice in several ways to support teachers, like being aware with their workloads and mental health, providing essential resources and feedback on the management. Additionally, poor emotional support from the government could result in negative emotions like helplessness, loneliness, and frustration, because they were not aware of their psychological well-being (Emir et al., 2023).

As Broaden-and-build theory emphasized the significance of positive emotions, perceived social support can reduce burnout among teachers, because it improved the hope, and gratitude, and even decreased loneliness (Einav et al., 2024). These are the positive emotions that assist people to set goals and plan ways to achieve them, which is important for dealing with career challenges among teachers.

Limitations

There are a few limitations that can be highlighted in the current systematic review about the factors of burnout among teachers. Firstly, most of the selected articles were applying quantitative methodology by using self-report measurements or surveys. It could be related to biases when rating themselves, and limited the exploration of any potential factors of burnout. Secondly, there was inadequate investigation on gender differences and burnout

factors, as one of the selected articles found the difference of time pressure between female and male teachers (Zeng et al., 2024). More research can be conducted on it to examine the influences of teachers' demographics, such as gender or teaching experiences on burnout.

Another limitation is mostly selected articles showing the relationship of the factors and burnout, instead of examining their causality. It means that burnout is associated with different factors, but not specifically caused by certain factors, like the research is difficult to explain self-efficacy led to burnout or vice versa. Hence, future research can have more investigation on looking at the causality factors of burnout among teachers, which is beneficial for thorough understanding on this topic. Lastly, the selected articles were lacking studies about the longitudinal study that found the long- or short-term effects of burnout on burnout. Hence, the mental health professionals can understand the influences of the factors are temporary or long-term to teachers, which will affect the way of implementing training for them in the future.

Recommendations

Before practicing or planning training for self-development among teachers, it is crucial for relevant parties to have a picture about the factors and reasons of burnout. These findings can boost awareness among society to understand the potential stress and burnout of teachers, and the significance of training for their mental health. Take an example of Finland education that is often cited as a model for controlling teacher's burnout effectively. Finland teachers have fewer classroom hours and more planning time, along with strong positive professional development support and high level of respect within the society (Andere, 2015). It was similar to current findings that demonstrated the importance of social support and teachers' workload or time pressure in reducing or increasing burnout. The burnout seems to be caused by multiple factors in terms of individual, teacher's responsibility, and support instead of a single issue that directly increased burnout problems.

In the discussion part, the current review described the roles of administrative and government in supporting teachers' teaching processes, and thus, setting certain rules could be beneficial to ensure their workload issues and essential resources for teaching. Besides, the findings can improve the application of mental health services and programs in school settings, as counselling is not only provided for the students, but also taking care of teachers' well-being and psychological health. For instance, some mindfulness programs can be conducted to reduce burnout and improve the teachers' emotional well-being, such as the CARE (Cultivating Awareness and Resilience in Education) program among American educators. The program is based on the Prosocial Classroom Model that described the teacher's well-being and emotional competencies are significant in building supportive teacher-student relationships, managing the classroom effectively, and teaching social and emotional competencies to the students. Thus, the central element of the program is learning the ways to cultivate empathy and compassion for themselves and others (Jennings et al., 2011). Overall, it showed that training and programs conducted by the schools or governments can help to maintain teacher's mental health by enhancing their emotional competency, well-being, and any cognitive abilities relevant to reducing burnout and promoting positive emotions.

Conclusion

Based on the comprehensive analysis of factors contributing to burnout among teachers, this systematic review underscores the multifaceted nature of burnout and its implications for educational settings globally. Burnout, encompassing emotional, physical, and mental exhaustion resulting from chronic stress, poses significant challenges to teachers' well-being and professional efficacy.

The review identified several key factors influencing burnout, including emotional regulation, well-being, self-efficacy, work engagement, and school context. These factors interact in complex ways, impacting teachers' ability to cope with job demands and maintain resilience in the face of stressors. Personal factors such as self-efficacy and emotional regulation play crucial roles in mitigating burnout, while job-related factors like workload and time pressure exacerbate stress levels among educators. Social factors, including support from colleagues and administrative bodies, also significantly influence teachers' experiences of burnout.

Findings suggest that interventions targeting these factors can effectively reduce burnout and enhance teachers' well-being. Recommendations emphasize the importance of comprehensive support systems and professional development initiatives that prioritize mental health and resilience-building strategies. Drawing on successful models like Finland's educational system, which emphasizes reduced classroom hours, ample planning time, and strong professional support, provides a promising framework for mitigating burnout.

However, the review also acknowledges several limitations, including the predominance of quantitative methodologies and the need for more gender-specific and longitudinal studies to deepen understanding of burnout dynamics over time. Addressing these gaps will be critical for informing evidence-based interventions tailored to diverse educational contexts.

In a nutshell, this systematic review contributes valuable insights into the nuanced factors influencing burnout among teachers and provides a foundation for future research and policy efforts aimed at fostering sustainable well-being in educational environments. By implementing targeted strategies informed by these findings, policymakers, educators, and administrators can effectively support teachers and cultivate healthier, more resilient educational communities.

Theoretical and Contextual Contribution

This systematic review contributes to existing knowledge by synthesizing and categorizing the diverse factors that contribute to burnout among teachers, advancing theoretical understanding of the burnout phenomenon in educational contexts. By examining the roles of emotional regulation, self-efficacy, well-being, work engagement, and institutional support, this research offers a comprehensive framework for understanding how these variables interact to impact teacher burnout. The findings extend the Job Demands-Resources (JD-R) model by highlighting specific contextual factors, such as online teaching competence and administrative support, that are particularly relevant in modern educational environments.

Moreover, the study underscores the critical influence of emotional intelligence and resilience as mediators in the relationship between job demands and burnout. Contextually,

this research provides actionable insights that are tailored to various educational settings, from primary schools to higher education, thereby addressing a significant gap in the literature regarding burnout's unique challenges across educational levels. These insights are valuable for stakeholders in education policy, school administration, and teacher training programs, as they inform targeted interventions to support teacher well-being and enhance the sustainability of the educational workforce.

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