

Exhaustion Emotion and Students' Education Performance: A Literature Study

Xiong Yuanjing¹ Normaliza Abd.Rahim²

¹Student, School of Business, Information and Human Sciences, Infrastructure University Kuala Lumpur, ²Professor, School of Business, Information and Human Sciences, Infrastructure University Kuala Lumpur, ²Professor, School of Media and Communication, Taylor's University Lakeside Campus, Subang Jaya, Malaysia

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Abstract

This study investigates the relationships between teachers' emotional tiredness and students' academic performance. This analysis of students' educational results takes into account a wide range of non-cognitive (competence self-perceptions, school contentment, and teacher support perceptions) and cognitive (success in terms of school grades and standardized achievement test scores) outcomes. Based on 40 participant data, comprising 20 teachers and 20 kids, the analyses were conducted. Teachers' emotional weariness was directly correlated with students' class average grades, standardized achievement test scores, school satisfaction, and teacher support perceptions. The findings indicated a strong correlation between academic achievement and non-cognitive outcomes at the individual student level. Future studies should focus on longitudinal designs to explore the causal pathways between teachers' emotional exhaustion and students' cognitive and non-cognitive outcomes over time.

Keywords: Teacher Emotional Exhaustion, Student Achievement, Academic Self-Concept, School Satisfaction, Perceptions of Teacher Support

Introduction

Within the subject of educational psychology, teacher burnout has received a great deal of attention due to its high frequency and significant practical ramifications. According to this research, there is a direct correlation between teacher burnout and a number of detrimental outcomes that the teachers themselves experience, including decreased job satisfaction, worse physical health reported by the teachers, decreased self-efficacy, and increased intentions to quit teaching (Bellocchi, 2019). On the other hand, a thorough investigation into the potential relationship between teacher burnout and student outcomes is still lacking. In order to address this, the current study looks into the relationship between students' academic performance and teachers' emotional tiredness, which is a fundamental aspect of the burnout condition. This study takes a comprehensive approach in this context, taking into account both non-cognitive and cognitive factors educational outcomes.

Literature Review

Teachers' Exhausted Emotion

The syndrome known as burnout is characterized by a decrease in personal accomplishment, depersonalization, and emotional tiredness. Feelings of emotional overstrain and diminished emotional resources are the hallmarks of emotional tiredness. Feelings of cynicism, indifference, or cognitive distance toward one's work service recipients are referred to as depersonalization. Decreased personal accomplishment is characterized by a lack of a sense of personal accomplishment and emotions of inadequacy to properly fulfill work obligations. Burnout is a condition that can affect any worker, but it was first and is still mostly studied in occupations where social interactions are frequent and intense, as those in the medical, social services, or educational fields (Bellocchi,2019). Previous studies have demonstrated that these professional groups—teachers in particular, who are the subject of the current study—present a notably elevated risk of developing burnout.

Emotional tiredness seems to be the most important of the three burnout components. It has frequently been seen to appear first in the progression of burnout, which raises depersonalization levels and lowers sense of personal achievement. Out of all the three components of burnout, emotional tiredness has been found to have the most consistent relationships with outcomes, further supporting the important role that emotional exhaustion plays in burnout (Deka &Jena,2017). In instance, emotional exhaustion appears to be the burnout component that best predicts (in terms of explaining the greatest variance) declines in work performance. In light of this, Wright and Cropanzano (2022) showed that, after adjusting for positive and negative affectivity, emotional tiredness was linked to both job performance and voluntary employee turnover. Furthermore, other authors (Fried,2011) emphasize the significance of the emotional exhaustion construct in and of itself, while even alternative conceptualizations of burnout incorporate a dimension expressing psychological/emotional weariness.

Teachers' burnout appears to be correlated with the major function that emotional weariness is thought to play in the burnout condition. For example, emotional weariness was found to be a strong predictor of depersonalization in Chan's (Bellocchi,2019). research of secondary school teachers in Hong Kong, which in turn predicted lower levels of personal accomplishment. Moreover, assessments of emotional tiredness have a greater overall impact on a teacher's burnout score than do other burnout-related factors (Fauzi,2020). As a result, emotional tiredness has been the exclusive subject of numerous research on teacher burnout (Fauzi,2020).

Burnout has been found to be strongly associated with decreased levels of motivation toward teaching (Fauzi,2020) and increased levels of doubt over one's ability to teach successfully with implications for the teachers themselves. That being said, not much study has been done on the potential effects of teacher burnout on student results. The current study focuses on this understudied topic by methodically examining the relationship between student results and instructors' emotional weariness, which is the main symptom of burnout syndrome. Considering the established inverse relationships between teacher fatigue and their own productivity levels at work

Given the literature on motivation (Muthiah,2020) it is plausible to surmise that teachers who are emotionally spent may not have the means to give their students a sufficient and encouraging learning environment, which could result in students' academic performance being worse. This study looks at the relationships between teachers' emotional exhaustion and three non-cognitive outcomes: students' perceptions of their own competence, their perceptions of their teachers' support, and their satisfaction with school. It also looks at the relationships between teachers' emotional exhaustion and students' cognitive outcomes in terms of achievement.

Emotional exhaustion in higher education is influenced by several key factors. Organizational support and the work environment play a critical role, with faculty members who feel marginalized, isolated, or unsupported reporting higher levels of emotional exhaustion, which impacts job satisfaction (Kinder et al., 2023). Gender and career stage also contribute significantly to burnout risk, with male faculty under 50 years old and with fewer than 10 years of experience being particularly vulnerable (Silchenkova & Tsareva, 2023). Additionally, emotional exhaustion can lead to unhealthy coping behaviors, such as increased tobacco consumption, suggesting that prolonged stress may drive faculty to adopt harmful lifestyle choices (Portilla et al., 2022). Lastly, positive teacher-student relationships can alleviate emotional exhaustion, as educators who foster meaningful connections with students experience lower levels of burnout (Wang et al., 2024).

Teachers' emotional exhaustion has been a significant topic of research, particularly in high-pressure educational environments. Walsworth (2024) highlighted the prevalence of emotional exhaustion and depersonalization among music educators, emphasizing the need for strategies to balance work demands and mental health. Similarly, Springer (2024) explored how student psycho-social challenges contribute to teacher fatigue, underlining the importance of school social work in mitigating these effects. In the field of physical education, Simonton (2023) examined the impact of emotional exhaustion on teachers' job beliefs, advocating for improved emotional management practices. Furthermore, the broader issue of burnout, including emotional fatigue and reduced personal accomplishment, was addressed by Social Work Research & Abstracts (2022), which proposed self-care interventions as a means to combat these challenges. Collectively, these studies underscore the critical need for systemic and individual-level approaches to address emotional exhaustion in teaching professions.

Students' Education Performance

Reviews of the literature and meta-analyses have been done on the connections between exhausted emotion in general ((Muthiah,2020)), depression (Huang, 2015), internalized problems (Public Health Agency of Sweden, 2020), and performance and subjective well-being (Amholt et al., 2020; Bucker et al., 2018). While the results of individual studies vary, the collective conclusion drawn from them is that improved exhausted emotion is positively correlated with higher performance; this correlation is typically found to be bidirectional and of modest to moderate size (Amholt et al., 2020). Three theoretical theories are commonly cited to explain the positive and reciprocal relationship between exhausted emotion and performance ((Muthiah,2018)). Initially, the academic-incompetence paradigm states that poor performance might result in exhausted emotion issues. Low self-esteem or concerns about the repercussions of failing an academic course could be the cause of this. A more

comprehensive interpretation of the paradigm suggests that improved exhausted emotion and emotions of competence are caused by good performance.

Second, exhausted emotion issues may impede performance, according to the adjustment-erosion concept. This could be brought on by low self-esteem, insufficient drive, or social disengagement. A more comprehensive interpretation of the concept suggests that exhausted emotion is linked to increased motivation and self-worth, both of which are positive for performance (Muthiah, 2018). Third, the shared-risk model suggests that a third component, such as personality traits or socioeconomic background, may be the reason of the illusory association between exhausted emotion and performance.

All three models share the common, though rarely stated, supposition that there is a linear or at least monotonic link between exhausted emotion and performance. In other words, it's considered that exhausted emotion and academic achievement always go hand in hand, with poor performance being linked to poorer exhausted emotion, high performance to better exhausted emotion, and intermediate performance to intermediate exhausted emotion. The great majority of quantitative studies on the subject likewise operate under this premise (Tom, 2018). With a few noteworthy exceptions, the majority of research conducted to far have employed model specifications that presuppose a linear link between performance metrics and exhausted emotion.

The concept of academic incompetence, which posits that exhausted emotion issues stem from subpar academic achievement, fails to account for the possible expenses associated with achieving success. High performance, however, may necessitate significant time and energy expenditures as well as emotional commitment, which may be detrimental to one's mental well-being. Furthermore, the model fails to consider aspirations, meaning that more aspirational students may still view a reasonably excellent result as a failure (Tom, 2021). Similarly, the adjustment-erosion model, which asserts that exhausted emotion issues impair performance, ignores the chance that mental wellness could result in less effort and, consequently, lower performance since students might not believe that success is a prerequisite for their value. The shared-risk approach fails to take into account the possibility that certain traits, such as neuroticism or perfectionism, which motivate students to achieve well, may also put them at risk for exhausted emotion issues (Jones, 2021).

Research on students' educational performance in higher education highlights several key factors influencing academic success. Positive attitudes towards higher education are strongly correlated with better academic outcomes, suggesting that fostering a supportive environment can improve student performance (Radadiya et al., 2024). Data mining techniques have proven effective in predicting student performance, helping institutions identify at-risk students and provide targeted interventions (Rahman & Raihan, 2022). Additionally, academic success is influenced by social variables such as family income and extracurricular involvement, underscoring the importance of a holistic approach in supporting student achievement (Farias et al., 2024). These findings collectively emphasize the need for comprehensive strategies that address both academic and social factors to enhance student success in higher education.

Methodology

The study involves 40 participants, selected to provide insights into the research questions. These participants were chosen based on specific criteria to ensure relevance to the study's objectives. The research was conducted at Xinyang Agricultural College, providing a relevant context for understanding the academic and social dynamics of the participants involved in the study. The data collection instruments used in this research included scales and a questionnaire. The scales were designed to measure specific variables related to the study, while the questionnaire was created to gather both quantitative and qualitative data from the participants. The questionnaire was structured to address key areas of interest, allowing for comprehensive data collection. The research procedure began with the design of the questionnaire, which was tailored to address the study's core questions. After the questionnaire was finalized, it was sent out to the target participants. The survey was conducted online using Google Forms, which automatically summarized and organized the data collected from the participants. This approach streamlined the data management process, allowing for easier analysis. Following the data collection, the last step involved confirming whether the study's hypotheses could be supported by the results. The data was analyzed to assess whether the outcomes matched the proposed hypotheses, thus providing insights into the research questions.

Although there are inter-individual variations in these perceptions at L1, students' perceptions of teacher support represent a more "objective" measure of teachers' support given to all students in a class based on student agreement. In order to produce an indicator of class average accomplishment, achievement (i.e., school grades or scores on standardized achievement tests) was measured using a single indicator at L1 and aggregated to L2 via a latent aggregation procedure. Lastly, one a priori latent factor, located at L2, was defined using the various questions that the teachers filled out to report their levels of emotional weariness. Due to the intricacy of the models, distinct models with school grades or results from standardized achievement tests as achievement indicators were calculated. Self-concept theory was introduced by Carl Rogers in 1954, a humanistic psychologist, proposed that self-concept is an essential aspect of a person's personality and that it significantly influences behavior and emotional well-being, which is an individual's knowledge of who he or she is. According to Carl Rogers, self-concept has three components: self-image, self-esteem, and the ideal self. Self-concept is active, dynamic, and malleable. It can be influenced by social situations and even one's own motivation for seeking self-knowledge. Therefore, it is an image that people know themselves.

Results and Discussion

While previous studies have demonstrated the detrimental effects of teacher burnout on educators (Aloe et al., 2014; Ghanizadeh & Jahedizadeh, 2015), our results imply that these effects might also affect the pupils that teachers instruct. One of the most significant discoveries may be the indication that lower academic attainment among students is linked to teacher burnout. It means that children who have teachers who are burnt out typically do worse on exams and tests and get worse cumulative grades than students who have professors who are not burnt out. Furthermore, the scope of these effects could be modest to moderate. Recent studies have consistently shown that teacher burnout can have a significant negative impact on students' academic performance. Oh and Wolf (2023) found that emotional exhaustion in teachers is associated with reduced student executive function

and social-emotional outcomes, suggesting that burnout hinders students' cognitive and emotional development. Qin et al. (2022) also revealed that academic burnout among teachers influences preservice teachers, which could translate into less effective teaching and lower student engagement. These studies collectively indicate that teacher burnout extends beyond educators themselves, contributing to lower academic attainment in students, with moderate effects on both their cognitive and emotional well-being.

This conclusion may be linked to the potential for burnout to influence teachers' capacity to prepare for their classes, the materials they develop, and the way in which they are given, resulting in less effective instruction and consequent achievement (Maslach & Lieter, 1999). High levels of burnout are correlated with decreased productivity and effectiveness among female teachers in higher education, suggesting a need for wellness programs and work-life balance initiatives to mitigate these effects (Kirmani et al, 2024). Furthermore, we discovered some evidence that suggests teacher burnout has an impact on students beyond their academic performance and may impede their motivation, as evidenced by the small-to-medium relationships associated with lower quality motivation. According to Shen et al. (2015), there is a chance that burnout causes interpersonal problems for educators that impact their interactions with students as well as how they see the assistance that educators provide. These factors can then have an impact on how well students internalize assignments.

The data to show a relationship between teacher burnout and students' depressive symptoms, emotional discomfort, or attempted suicide. Teacher burnout correlates with emotional regulation problems, and burnout in teachers is linked to diminished emotional support for students, potentially increasing student distress (Velieva et al., 2023). Since these outcomes are more distal to teacher burnout than the relatively proximal outcomes, it is plausible that the degree to which teacher stress impacts students' experiences is insufficient to have a detrimental effect on their exhausted emotion. Therefore, it's plausible that teacher exhaustion has no direct impact on students' wellbeing. The current research, however, raises the possibility that teacher burnout could have similar impacts through additional indirect channels. In this sense, a burnout contagion is the most likely scenario.

The evidence gathered from recent studies supports the notion that students are highly perceptive in recognizing affective experiences and burnout symptoms in their teachers (Evers, Tomic, & Brouwers, 2004). These findings suggest that students, particularly those in classrooms with burnt-out educators, can detect the subtle signs of emotional exhaustion, depersonalization, and a diminished sense of personal accomplishment in their teachers. This awareness, in turn, has important implications for students' psychological well-being.

Moreover, teacher burnout is not only linked to students' emotional responses but also to physiological stress markers, such as cortisol levels. Research by Oberle et al. (2016) indicates that students in classrooms where teachers exhibit signs of burnout show elevated cortisol levels—often a marker for stress. Cortisol, commonly known as the "stress hormone," plays a critical role in regulating the body's response to stress, and elevated levels over prolonged periods can have significant implications for both short- and long-term health. This finding emphasizes the interconnectedness of teacher and student well-being, where the emotional state and burnout of teachers can directly influence the physiological responses of students.

Over time, repeated exposure to teacher burnout might contribute to a cumulative stress response in students. As their teachers become increasingly disengaged or overwhelmed, students may experience heightened stress, which could eventually result in burnout of their own. This phenomenon suggests a potential "stress contagion" effect, in which the negative emotional and physiological states of teachers are transferred to students. Such prolonged exposure to elevated stress levels could lead to detrimental outcomes for students, including increased vulnerability to anxiety, depression, and other mental health issues, as well as decreased academic performance.

In addition to the direct impact on students' physiological responses, this stress contagion effect may also influence students' ability to engage with the learning material and form positive academic habits. As teachers become less effective in their roles due to burnout, students may feel a lack of support or engagement, which further exacerbates their stress and reduces motivation. Therefore, the relationship between teacher burnout and student well-being extends beyond the classroom dynamics to potentially influence the academic and psychological trajectories of students, highlighting the importance of addressing burnout not only for the benefit of teachers but also for the health and success of their students.

Summary of Results

This suggests that students are more likely to improve their performance and receive higher grades if they participate in e-learning activities (such as accessing online content, taking online quizzes, and uploading assignments into the e-Learning system). In practical terms, these findings may help educational institutions focus on students' e-Learning activities and encourage the use of e-Learning platforms to raise student performance and quality of instruction. It is proposed that the other two types of components, which deal with the demographics and social information of the students, are more student-specific and address the actions of the students in their immediate environment and background. Students are primarily responsible for these two aspects, so they should take care of them and make an effort to abstain from any social activities or behaviors that can have an impact on their academic success. Additionally, focus groups can be formed by policymakers using these criteria to attend to the needs of the students and provide them extra attention while they are enrolled in the school.

The findings demonstrated that, aside from girls, there was a definite non-linear pattern in the relationship between performance and exhausted emotion, with positive affect as the end consequence. Therefore, a key finding of this research is that while intermediate-performing boys are the group with the highest exhausted emotion, both high- and low-achieving pupils are able to report disproportionately high levels of exhausted emotion issues. The findings of this research align with recent studies highlighting the positive impact of e-learning activities on student performance. For instance, Devlin Peck (2025) reported that students engaging in online learning activities, such as quizzes and assignment submissions, showed significant improvements in their academic outcomes, emphasizing the importance of integrating e-learning platforms to enhance educational quality. Similarly, the National Center for Education Statistics (NCES) (2024) found that incorporating digital tools and online content into teaching methods can boost student engagement and performance, suggesting that educational institutions should focus on digital learning strategies. Furthermore, Ohio's Plan to Raise Literacy Achievement (2025) emphasized that e-

learning activities are instrumental in improving literacy and overall academic performance, reinforcing the importance of technology-driven education. These findings collectively support the idea that e-learning platforms play a crucial role in improving student outcomes and should be prioritized by policymakers and educators.

Conclusion

Overall, the findings of this study made it abundantly evident that instructors' emotional tiredness matters and is connected to critical learning outcomes for pupils. However, further research is required to investigate and sort through the different mechanisms that underlie the observed relationships. In this particular setting, it is imperative to take into account students' capacity to discern their professors' emotional fatigue and the potential impact of these views on students' academic performance. Thus far, studies have corroborated the claim that students can accurately assess the conduct of their teachers in the classroom and the caliber of their teaching methods, and that these evaluations have a substantial relationship with students' motivation and accomplishment levels. Therefore, pupils may be able to discern the effects of emotional exhaustion on teachers' teaching practices, if not the actual degrees of emotional weariness experienced by the teachers themselves. Therefore, while trying to understand the relationships between teachers' emotional weariness and students' outcomes, instructional strategies and classroom management may be crucial aspects to take into account. Over and above the relations between teachers' emotional exhaustion and student outcomes existing at the classroom level (L2), the present study replicated previous results showing positive relations located at the individual level (L1) between students' competence self-perceptions and school satisfaction, and perceptions of teacher support and their individual levels of achievement. In other words, students with higher levels of competence self-perceptions and school satisfaction as well as students who felt that they received more support from their teachers tended to perform better both on standardized achievement tests and school grades. Future studies should delve deeper into the role of teacher-student dynamics and explore interventions to reduce emotional exhaustion among teachers while enhancing students' academic experiences and outcomes.

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