

Reasons and Consequences of Teacher Burnout

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Abstract

This research explores the consequences and reasons behind teacher burnout as well as teacher turnover. It provides the answers to the question: What causes the teacher to burnout? To answer this question, there are three themes identified in this research: [1] Mistreatment of principals, [2] The impact of teacher stress on students, and [3] The heavy workload on teachers. The paper goes on to examine how teachers end up quitting their careers and how work-related stress vastly affects their performance in class as well as their overall mental health. There are many reasons behind teacher burnout and stress. This paper will explore the biggest ones behind this problem that affects not just one district but across districts nationwide as well as in other countries.

Keywords: burnout, turnover, workload, teachers, mental health.

The Causes And Consequences Of Teacher Burnout

Teacher burnout is a significant issue that affects educators worldwide. It leads teachers to depression, exhaustion, and emotional distress. According to Wang (2022), burnout is defined as “a syndrome of emotional exhaustion, lack of personal accomplishments, and depersonalization and the fire of enthusiasm and commitment to success being reduced to ashes”. This impacts teachers' wellbeing as well as their desire to cut their teaching career short, low academic outcomes from their students and an unpleasant feeling of failing to achieve as a teacher.

Burnout is a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who collaborate with people in some capacity (Shen et al., 2015). This literature review explores the main causes of teacher burnout, its consequences, and the domino effect it has on students. Manju (2018) adds that the “burnout” syndrome is also known as a “syndrome of being burned.” It is characterized by three essential components: Physical and/or psychological tiredness, denominated by emotional exhaustion, and depersonalization that is seen as a negative change of attitude and lack of personal realization that is associated with feelings of being inadequate or lacking personal accomplishments. These deeply affect the teachers negatively in the classroom and can lead to teachers unmotivated to teach and missing a lot of work. These themes have emerged from my literature research:

Mistreatment by principals, the impact of teacher stress on students, and how heavy workloads contribute to teacher burnout.

Context

Before the pandemic started, statewide turnover totals dipped down to 15%, but by the end of 2022 total turnover had climbed to 18.7%. Teacher burnout, workload, and stress from the pressure of principals negatively affect teachers and their students. Burnout can lead to lower productivity, diminished student academic performance, and teachers leaving their careers. Already having to manage classrooms, lesson planning, grading, communication with parents and administrative tasks becomes exhausting and unbearable. With such a huge workload, the teachers barely get time to themselves from continuous autopilot, so it is hard for them to manage stress or decompress. In a perfect world, the teachers would have more resources to use for their students and classrooms, more time to get all their work done and even smaller classes. When the teacher is stressed out, she is not enthusiastic, energetic, or even engaged with her students. This leads to lower academic performance, poor classroom management and even stress on the students. The relationship between the principals and teachers is very vital for the well-being of the teacher and the students. The teachers feel lonely when they do not have a positive genuine relationship with their principal; this leads to depression and feelings of being defeated. Teacher burnout is a multi-sided problem that has major consequences for not only teachers but for the students, schools, principals, and the community. The causes of burnout, such as principal mistreatment, heavy workloads, and stress, are extensively examined and verified with qualitative and quantitative studies. It has been a crucial issue with severe effects for decades and yet the solution remains unattainable. It is

comprehensible that a global approach is needed to address burnout, which includes better management strategies for principals, more fair workload distribution and substantial support for teachers' mental health, well-being, and independence. Further studies should include identifying and evaluating new methods that can reduce burnout and enhance teachers' comfort and workplace success.

When the teacher is feeling despair, she cannot be there emotionally for her students that need to trust their teachers and be able to respect the teacher so they can listen and behave. She also cannot teach very well, which leads students to lack of understanding the content.

Mistreatment by the school principal can add on to teachers feeling overwhelmed and hopeless. When principals are constantly watching the teacher and entangling themselves in the classroom, the teacher feels as if she lost control of her own classroom which leads to feeling less creative and skilled in their profession. The toxic work environment that these types of principals put in their schools is the opposite of what administration is supposed to do, which is support the teachers and students.

Importance

When teachers are not stressed out, they create a positive learning environment that the students love, the students can detect when their teacher is stressed out and this leads them to not behaving well or learning adequately. When the teacher is teaching from relaxed mental well-being, the students learn better and are enthusiastic about coming to class and school to learn and socialize. The teacher is one of the leading role models students have because they spend so much time together so it is important to have an image that the students can mirror. This is important to me because I want to be a teacher, but I want to be happy overall, I do not want to

stress out, deal with intolerable administration or have a hostile classroom environment. That would not be fair to me or to my students. I have children at home, so I want to make sure that I keep my work life and home life separate and when people are stressed out, it makes it harder to do.

Purpose

The purpose is to understand what is behind the amount of teacher turnover year after year everywhere. It is crucial for districts and the community to explore the reasons and try to figure out what we can do to lower these rates while trying to support teachers and make the profession more appealing for generations to come. Mota et al., (2023) stated that the burnout syndrome is a public health problem and is considered a subjective experience, which depends on the interpretation and evaluation individuals make of their work. In the educational context, the causes, and consequences of burnout in teachers are multiple. The amount of burnout depends on each teacher, and it requires looking at different factors to understand what is behind this huge issue across all school districts. Districts need to allocate funding and resources to help teachers. There needs to be happy and satisfied teachers to ensure that our future generations are learning more which in return contributes back to society, teachers work so closely with children and spend so much time with them, districts need to make sure they have the energy to do so. This project is aiming to inform future research, raise awareness and support the development of more strategies to effectively prevent teacher burnout and teacher turnover. I hope to shine a light on understanding the factors that contribute to the issues that lead the teachers to quit their jobs, to also provide evidence-based research for school leaders, policymakers and educators with a guide to follow to minimize burnout for teachers. I hope to identify steps for everyone

involved that can break this cycle and reduce teacher turnover. I also hope that learning the information needed on why teacher burnout keeps happening will provide me baseline for research in the future.

Focal Questions

To find information about the teacher burnout issues, I used these three questions to guide my research, my focal questions are:

- According to research studies, what are the causes of teacher burnout?
- According to research, what are the consequences of teacher burnout?
- What is recommended to address teacher burnout?

Literature Review

In this literature review, I will examine the research that explores the issues behind teacher burnout. Teacher burnout which means being in a state of chronic stress and exhaustion, feelings detached and unaccomplished from prolonged and excessive work-related demands and refers to the following challenges that teachers face. This literature review is going to examine the following three themes that emerged from the research: mistreatment by school leaders, the impact of teacher stress on students and their academic outcome and the workload that is put on the teachers aside from teaching and classroom management.

Mistreatment by Principals

One of the major reasons for teacher burnout is the mistreatment of teachers by school principals and administration. According to Berkovich and Eyal (2017) The ability to manipulate others successfully is important to individuals because it increases their chances to survive and prosper by enabling them to acquire resources and to maintain relationships. principals who

excessively control classroom practices, lesson planning, and teaching methods can lead to feelings of discouragement among teachers. This data was based on a random sample of sixty-nine primary schools in the Israeli public school system. The sample included 656 teachers, with an average of 9.5 teachers that reported to each principal. They obtained ethics committee and administrative approval for the study. The principals and teachers' participation were voluntary. It was done on paper and pencil surveys where the principals self-reported their controlling tendencies while the teachers reported on the frequency of the principals' emotionally manipulative behaviors and the emotions they experienced because of this. They were promised confidentiality.

Teachers need their space and be their own person with autonomy in their classrooms so they can lead the way and run their own classroom according to their comfort and liking. Adams (2020) used a nonexperimental, correlation research design to evaluate empirically the hypothesized model that derives from evidence and theory linking trust to psychological needs. The data was part of a larger, longitudinal study of district and school capacity that measured several social and psychological features with teacher, student, parent, and leadership surveys. The data was collected from a sample of 963 teachers in seventy-four schools located in a one city school district where the teachers were randomly assigned to complete one of two surveys delivered electronically to their e-mails. So, when principals are dictating every move the teachers are doing, it leads to the opposite of what is intended to be done by the teachers and that is being efficient the best they can.

When it comes to Principals, they must be able to know how to communicate and engage with their teachers. A sense of a positive relationship may help direct the way the school's

system is. Bellibas et al., (2024) specify that evidence regarding the significance of school leadership found that leadership matters in this regard. More specifically, it indicates that the type of leadership within which all stakeholders attend the decision-making processes and create a culture of shared responsibility and collaboration could be useful in supporting teachers' commitment to teaching and the workplace. This study included a total of forty-seven countries that participated in surveys that included teacher behaviors and practices like job satisfaction, commitment, self-efficacy, teaching practices, collaboration, and professional development. The principals' surveys involved information regarding school demographics, as well as principals' beliefs, practices and behaviors on leadership and administration. Having good and fair principals is vital for the teacher, the students, and the community.

In a quantitative research study that was based on cross-sectional survey design, a data collection process used a two-stage stratified sampling strategy. Two hundred lower secondary schools and twenty teachers from each sample school were used. A total number of 153,866 teachers with an average of 16.5 years of experience. The result according to Avanzi et al. (2015), receiving support from others has a positive impact on people's ability and confidence to deal with future challenges. Specifically, experiencing social support increases people's expectations of being able to deal successfully with challenges and stressors as they can rely on and mobilize collective actions. Teachers who get help and support from administration and other teachers can manage their classroom dynamics and difficulties more strategically.

These teachers experienced stressful difficulties regarding school management. The two most prominent stress factors were conflicts with the principal and the feeling that the management sets many demands but provides only a little support (Dor-Haim, 2023). This was

concluded in a study based on qualitative methodology, relying on an interpretive concept that emphasizes the meaning that human beings attribute to reality as they experience it. This methodology allowed for a comprehensive examination of the unique challenges faced by teachers and the impact of teacher-principal relationships on their emotional well-being. The study included fourteen female teachers who were experienced in the position. They worked in elementary, middle, and high schools with the ages of the teachers being between 35 and 58. They were selected using criterion sampling. The time that could be used to support teachers is being spent on micro-managing and giving meaningless extra work.

One study looked at how teachers feel about their jobs and found that they do not trust their principals. Heffernan et al. (2022) expressed that, teachers expressed frustration with ‘administration’ – what they saw as unnecessary or overburdening paperwork, administration, and reporting. This study was drawn using anonymous questionnaire of 2444 Australian primary and secondary school teachers, which revealed only 41% of respondents planned to stay in the profession. Reporting was seen as a mechanism for compliance and control of teachers, who expressed a lack of trust in their work. Also addressing the issue of trust, Adams (2022) discusses the fact that trust motivates one’s inner drive and determination to engage fully in specific tasks or activities by stimulating psychological needs of autonomy, competence, and relatedness. When the principals earn their teachers’ trust, the teachers are more resilient in teaching and managing their classrooms even when challenges occur. They are more motivated to maintain a positive climate, feel a sense of security and respect in their establishment and thrive better as a teacher and colleague.

Building on the concerns about lack of trust, According to Wang (2022), The relationship between teacher trust in district administration and teacher need satisfaction suggests that district leaders do not appear immune from the harmful effects of distrust or the benefits that come from being trusted. Not only do trustworthy actions send a signal for others to follow, but such actions may also have positive consequences for the beliefs and motivations of teachers. This study was based on a German data that included 380 teachers and 7,899 fourth grade students. It showed significant relations between noncognitive outcomes and academic achievement. This trusting dynamic can lead to a better work environment, more cooperative behavior, and greater fulfillment at work.

With the significance of trust and relationship building in the schools, Dehne et al. (2025) stated that positive principal-teacher relationships were conceptualized by teachers' interpersonal trust, referring to the willingness to be vulnerable in the presence of their principals. This willingness is based on a firm belief that the principal is benevolent, reliable, competent, honest, and open. This research examined whether principals- behaviors like autonomy support were consistent or in conflict with teachers' basic psychological need satisfaction and how they are associated with teachers' well-being. The affective quality in dyadic relationships at school might shape the teacher's emotional responses to job stressors and aspects of their well-being, such as teacher burnout. This was drawn from two studies with 363 primary and 419 secondary school teachers located in the United Kingdom via interviews. It was found that principal-teacher relationships seem to be a potential mechanism underlying the association between work pressure and burnout. This means that strong, supportive relationships with principals may help protect teachers from negative effects of work stress.

Elaborating on the importance of positive trusting relationships between teachers and principals, Adams (2020) also points that district leaders cannot achieve desired goals and visions without teachers and that physiological and psychological nutrients for growth are weakened in low-trust contexts leading to self-protective mind-sets and actions that undermine open dialogue and information exchange. When teachers do not trust their principals, they are more likely to be secretive about what is going on and unable to have conversations with their principals as well as avoid interactions with them.

According to a study done examining teachers' perceptions concerning the relative importance of different administrative support for teacher retention across school levels, a best-worst scale was analyzed with a sample of 178 South Carolina teachers from twelve school that indicated respect as the most important type of administrative support. This study came to terms with the fact that teachers who lack power in their classrooms often experience increased stress and exhaustion. Studies demonstrated the importance of the working conditions created by the employer, with school leadership serving as the strongest predictor of teachers' feelings of organizational engagement, career commitment, and retention (Tran et al., 2023). These bossy principals can make teachers' dislike their jobs and want to leave the profession.

The literature also points to a lack of trust and support from school leadership as a key factor. The overall assertion that leader STPN is consequential to teachers' feelings of burnout, affective organizational commitment and ultimately their decisions to leave their school and/or the profession seems plausible (Ford et al. 2019). This was done using a sample of over 1,500 teachers from seventy-three schools in a large, high-poverty, urban Midwestern school district with the levels of intrapersonal, interpersonal, and organizational actions as the focus. This

indicates that fostering stronger, more supportive leadership is critical in enhancing teacher retention.

Improving the management of principals has been proven to be an effective strategy to reduce teachers' turnover. With the principals taking so much time micro-managing and adding unnecessary work that causes burnout; A total of 3623 preschool teachers from the Chinese mainland participated in this study through random cluster sampling and self-report questionnaires implied that effort–reward imbalance and work–family conflict plays a serial mediation role in the relationship between the principal's restrictive behavior and preschool teachers' turnover intention (Guo et al., 2024). Having a good relationship with your boss is important in any field, especially as a teacher with your principal.

Impact of Teacher Stress on Students

The consequences of teacher burnout do not just affect the individual teacher but also affect the classroom environment. Several studies point to the fact that when teachers are stressed out, the students in their classroom are stressed out. According to Oberle and Schonert-Reichl (2016), this connection is plausible in the context of stress-contagion theory, where stressful experiences can spillover from one stressed individual to another within a shared social setting. This was assessed by collecting salivary cortisol in children in a classroom setting where the students' morning cortisol levels significantly varied between classrooms. Their study included 406 participants ranging between fourth to seventh grade students and their classroom teachers. The students were drawn from seventeen classrooms located in thirteen elementary schools in a large urban public school district in Vancouver with all the teachers providing consent.

The impact of teacher burnout goes further than the teacher's own welfare, altering student perceptions, classroom environment and the educational setting. Wang's (2022) study revealed teacher support, their well-being, and motivation can significantly affect learners' academic achievement. With the constant burnout of the teacher, the students start judging and thinking differently of them. As teacher burnout increases, both the thoroughness of classroom preparation and the involvement in classroom activities decline while student criticism increases. In response, students are likely to change their perception of the teacher, their feelings towards the teacher, and their behaviour in the classroom (Shen et al., 2015). This was drawn from a total of 1,302 high school students and their thirty-three physical education teachers in twenty high schools from two school districts in a major Midwest metropolitan area in the United States. The students and the teachers completed questionnaires assessing relevant psychological constructions.

According to Schonert-Reichl's (2017) study of more than 10,000 students and their teachers examined the relationship between classroom environments and the students' mental health, the researchers found that teachers who reported higher levels of stress had more students in their classrooms with mental health problems. Classrooms with warm teacher-child relationships supported deep learning and positive social and emotional development among students, but when teachers poorly manage the social and emotional demands of teaching, students' academic achievement and behavior both suffer. Stress in the classroom is contagious; stressed-out teachers tend to have stressed-out students. This study was done across various school districts across the United States and the results were all similar no matter which type of

school or level it is. This shows how important it is to support teachers' well-being because their stress can have a big impact on how students feel and learn.

The teacher-student relationship plays a crucial role in shaping both student motivation and academic outcomes as well as student behaviors with teachers' attitudes affecting the relationship. Research has shown that there is a direct connection between teacher depersonalization and students' autonomous motivation (Shen et al. 2015). When teachers treat students as a job instead of actual people, the students' motivation dissipates, and they lose interest in learning. It is such a vicious cycle that students misbehave because of the teacher's negativity.

Whereas most research has viewed troublesome student behavior and lacking efficacy in classroom management as an originator of teacher burnout, the reverse relationship can also be assumed (Oberle & Schonert-Reichl, 2016). Students spend most of their days and waking hours at school, they are with their teachers more than they are with their own parents or siblings. They look up to their teachers naturally because that is their support system throughout the day. The teacher-student relationship has a positive effect on student's academic achievement as well as a significant influence on students' subjective well-being. The positive link between the teacher-student relationship and academic achievement was positively mediated by subjective well-being (Zhou et al., 2023). Zhou et al.'s data comes from 19,845 fourth graders and 11,691 eighth graders from a city in central China from a total of 304 elementary schools and 164 middle schools were chosen from ten districts. Student academic performance was measured as well as a questionnaire that included a scale from strongly disagree (1) to strongly agree (5) with the higher score meaning the students perceived better relationships with their teachers. When

teachers experience a more sense of well-being, they have stronger relationships with students, which increases academic success.

Shen et al. (2015) have pointed out that it is likely that teachers can influence students' motivation in education not only through instructional styles but also through their own outward emotions and motivation. The students are less motivated to do their work when the teacher seems less motivated and uninterested in teaching them. It isn't only through instruction, or the lessons being taught but the interactions of the teachers like their energy, aura and how they treat the students. Children are not going to want to learn from a teacher who is hostile and not cheerful or excited about what they are teaching.

Teachers with higher overall self-efficacy than others tended to use academic strategies more frequently (Mennes et al., 2024). Mennes et al.'s sample included seventeen teachers from a large urban school district in a Southeastern state. The data was collected directly via text because participants were more likely to enter responses in real time, minimizing recall bias and resulting in more reliable data. The voluntary participants were contacted via recent university graduates that received consent. This means that the teachers who believed in themselves and their teaching abilities were more likely to use effective teaching techniques that leads to better learning outcomes.

Considering that classroom teachers can take on many roles for elementary school students, including mentor, role model, and parental roles, it is possible that spending most of the school day in interaction with a stressed and burned-out teacher is taxing for students and can affect their physiological stress profile (Oberle & Schonert-Reichl, 2016). The students dwindle because they can feel when their teacher is stressed out and not performing at her best. The

students want a positive, happy teacher and not one that is always on edge. Teachers with low levels of emotional exhaustion facilitated students' feelings of autonomy support and were more favourable for all students (Shen et al. 2015). The more the teacher is liked, the more the students want to impress her academically and listen to her instructions.

As stated in Moskowitz (2024) perceived teacher happiness was also strongly correlated with classroom behavior. Moskowitz's data was collected using 129 students and the research question was: What is the connection between how students report teacher classroom behavior and how they rate their perceptions of teacher wellbeing and happiness? The study used questions based on their current teachers. Expanding on this, teacher well-being is essential to promoting a positive classroom and a strong learning community which enhances academic participation and learning outcomes.

Bedir (2023) pointed out that teacher burnout is a serious problem that negatively affects teachers' job performance, job satisfaction, and the quality of education provided to children. With 80% of teachers experiencing at least one symptom of burnout, emotional exhaustion is reported as the most prominent. It has been emphasized that emotionally drained teachers will not be able to give their students their best performance and will face obstacles in their academic and familial lives. This study was done via questionnaires through google forms with twenty participating teachers from private schools. The burnout not only affects the teachers' well-being but also the quality of education they provide, which can lead to poor student performance. When teachers are not overwhelmed by burnout, they are able to focus more, teach more effectively and give their students the attention and support they need to succeed.

Byrne (1994) conducted a study in two large metropolitan areas in central Canada that included 7,000 full-time elementary, intermediate and secondary teachers. The participants were randomly selected using a questionnaire comprising five testing instruments on a data response sheet that included: burnout, role conflict, role ambiguity, work overload and peer/supervisor support. Byrne (1994) claimed classroom climate bears critically on teachers' attitudes toward teaching. Thus, it is not surprising that any erosion of this climate leads to job stress; Student discipline problems, student apathy, low student achievement, and verbal and physical abuse by students have been shown to be primary sources of teacher stress. When these challenges occur, it can make it tougher for teachers to have well-kept learning conditions. The teachers struggling with their well-being may experience emotional exhaustion and cynicism, which may result in less energy put toward lesson planning, instructional delivery, and student relationships.

Heavy Workloads and Effects of Burnout on Teachers

The term workload according to Bellibas et al. (2024) refers to ““having high amounts of work, having to work fast, and working under time pressure”” (p. 817). Since teachers only have so many paid working hours in the day, a lot of times they must prioritize and strategically manipulate their work load the best they can.

Teachers must feel respected and efficient in their classroom; Sass et al. (2011) pointed out that teachers' sense of efficacy may significantly influence classroom interactions, teacher stress, burnout and the intent to quit. This data was collected using a sample of 479 certified teachers at the elementary, middle, and high school level. This finding exhibits that enhancing

teachers' confidence in their expertise can help reduce the feelings of being stressed out and leaving their careers.

The teaching profession has undergone multitudes of changes during the past decades, often referred to as “‘intensification’ and deprofessionalization.’ The intensification thesis holds that teachers are increasingly subjected to external pressures from policymakers, supervisors, parents, and experts. This results in an ever-expanding teaching role, a significant increase in non-teaching-related workload and less time for social contact with colleagues and in private life” (Droogenbroeck et al. 2014, p. 2). The participants of this study were 1878 Flemish teachers that were older than 45 years. The data was analyzed by means of structural equation modeling. Interpersonal relationships were differentially related to burnout. Teaching-related and non-teaching-related workload were both related to emotional exhaustion, with autonomy being the most strongly related to non-teaching-related workload. This shows that both teaching and non-teaching workload can lead to emotional exhaustion in teachers.

According to Ab. Wahab et al. (2024) the primary cause of teacher burnout is mostly an excessive workload that requires teachers to work longer hours each day to complete the tasks given to them. A high workload from administrative, educational, and nonteaching responsibilities is a significant predictor of burnout. This study reviewed fifteen past studies on the teacher's workload factors and its impact on their well-being. Two databases were used for review: Web of Science and Scopus.

A study in Finland used data collected a national longitudinal survey from teachers that included a 5-year follow up, the participation was voluntary, and the turnover intentions were used with one item: Have you considered to leave the profession? With half of the teachers'

intended on leaving, Rasanen et al. (2020) pointed out that lack of professional commitment and factors related to the school system and workload were the main reasons for teacher turnover intention. When teachers do not feel supported by their school system, they are less committed to their jobs and that leads them to leave the profession. Teachers have consistently cited work overload as a major stressor in their jobs; important factors include excessive paperwork, oversized classes comprising students of heterogeneous academic abilities, and the need to teach courses that are outside one's particular skill area (Byrne, 1994). These can negatively impact teachers' well-being and students' academic outcome.

Gillet et al. (2022) stated that higher initial levels of burnout and stable or increasing burnout levels overtime are associated with higher and increasing levels of somatization, intentions to leave, and sedatives and sleeping pills consumption over time, as well as with lower and decreasing levels of involvement in physical activity. Being burned out is bad for a teacher, not just for their mental health and their class performance but also for their physical health. This information was gathered via research that examines burnout trajectories with a sample of 951 teachers from the French-Canadian public schools with an average of 15 years of experience. They are literally getting sick and unmotivated to take care of themselves like going to work out.

Da Silva et. Al (2024) points out that a high workload negatively impacts physical and mental/emotional health and well-being. Studies evidenced that teachers with a high level of workload can present sleep problems, burnout, stress and even pain in different body regions in women; This is due to the need to work in the evenings and on weekends. This study was concluded in the city of Presidente Prudente located in the Southeast region of Brazil and the sample used was approximately 650 teachers from twenty-three public schools. The schools

distribution was collected from the five regions of North, South, East, West, and Central Area. This kind of workload makes it hard for teachers to rest and take care of themselves, which affects their health and well-being.

Teachers often work beyond regular school hours, preparing lessons, grading, and engaging in additional administrative tasks. Shen et al. (2015) proposed that reduced personal accomplishment is more likely to emerge from a lack of relevant resources or inefficacy, whereas exhaustion and depersonalization result from work overload and social conflict.

There were plenty of reasons why the teachers wanted to leave, (Keçeci & Keskinliç, 2023) points out that among the organizational reasons given by the teachers were negative attitudes of colleagues, long working hours and weekend overtime, insecure employment, overcrowded classrooms, negative attitudes of educational administrators, parental pressure, students' negative attitudes towards teachers, excessive workload and duties, bullying, unethical behavior demands, lack of understanding of the subject area, lack of appreciation for the work, pressure for academic achievement, mandatory service duty, the MoNE's policy on class and course passing, excessive paperwork, difficulty for students in comprehending the field, parental indifference, and becoming disillusioned and distant from the profession. This study employed qualitative research methods, including interviews and surveys to gather data from former teachers and analyze their responses. These reasons are overwhelming for teachers, and they end up turning to another career.

The teachers have a lot on their plates every single day, according to Brannon (2024) in a study that included 112 teachers that taught grades ranged from elementary, middle school and high school using a self-report questionnaire via online survey software that included the

Teacher Stress Inventory-Short (TSI-S) to measure various factors of stress that teachers experienced relating to the workplace. Teachers are responsible for not only teaching the curriculum but also providing a welcoming and supportive environment for children to grow socially, emotionally, and behaviorally. This is overwhelming for teachers because all these things must be done simultaneously. Heffernan et al. (2022) points out that teachers routinely described their workload as ‘excessive’, ‘unrealistic’ and ‘unsustainable’. Respondents pointed out the intensification and extension of their work and the negative consequences of those changes over time. This leads teachers to not being able to effectively engage with students or maintain a balanced lifestyle. According to a study done in Portugal that included 1878 teachers from primary to secondary education via questionnaires, Mota et al. (2023) suggests the need to lessen the bureaucratic burden of increasingly complex school processes. It is vital that the education system in general, and schools in particular, allow teachers to focus on tasks related to instruction and teaching in the classroom.

Administrative duties and processes distract teachers from their larger mission and should be minimized. By reducing these extra tasks that take away from student focus, the teachers can have more energy and time to enhance their teaching approach which will benefit student learning and academic achievement. Bellibas et al. (2024) show that the culture of shared decision-making, collaboration and mutual responsibility for school leadership helps teachers feel less stressed because of their workload, which then contributes to their mental and physical well-being, as well as increasing teachers’ sense of commitment. When teachers feel supported through an evenly distributed workload, it reduces the feeling of being overwhelmed.

Teachers were held responsible for student behaviours with team leader interventions focusing on their teaching rather than students being held responsible for their behaviour. These factors impacted on these teachers' pedagogical and professional way of viewing their work and self-efficacy but also their health and well-being (Keddie et al., 2022). This study was a three year long research that included eighteen staff members ranging from senior executive leadership, leading teachers, graduate teachers, and support staff via interviews that were conducted online and were 60-90 minutes in length. This is a lot of pressure on the teacher and impractical expectations. It is almost impossible to manage these kinds of situations without holding the student accountable and having support that targets the unwanted behavior.

Summary

This literature review highlights the negative impact of mistreatment by school principals and administration that causes teacher burnout. Excessive control over classroom practices, lesson planning and teaching methods can make the teacher feel discouraged, stressed, and unsatisfied in her field. The leadership of the principal matters in supporting teachers and a trusting teacher-principal relationship is crucial to the well-being of the teacher. The teacher burnout also negatively impacts students when it comes to learning environment, student motivation, attitude towards the teacher and academic outcome. The following action plan offers recommendations that will reduce teacher burnout and assist in encouraging the support for teachers' overall mental health and well-being.

Action Plan

In this action plan about teacher burnout causes and consequences, the key themes are the mistreatment of principals, effects of teacher burnout on students, and heavy workloads. The

main thing that schools and districts need to recognize is how we can eliminate and change some of the issues we have at hand because teachers are leaving districts and switching careers after putting so much training, schooling, and effort into teaching. It is also a deficit for school districts and their communities for teacher turnover because of things that are possible to change. Current research recommends multiple things like teacher collaboration, eliminating the extra administrative work and for teachers to simply find ways to distress.

The practice site that I am examining is in the Northwest region of Washington state, I will call this school Walkertown Elementary School with about five hundred students. The student to teacher ratio of the classroom is about 18:1, and it serves pre-k to fifth grade. The school has about 80% minority students and almost 90% economically disadvantaged students. It has a nice ratio of half female and half male students. This is my favorite school I have worked at as far as a substitute and I compare it to about ten other schools.

Mistreatment by Principals

Principals should consider effective ways to help the teachers to avoid burnout and teacher turnover. It is very crucial to make the teachers feel comfortable and give them autonomy in their classrooms to feel a sense of belonging, freedom, and choice. This encourages the teachers to trust the principals and administration and can function properly in their jobs. The focus should be on more support instead of more demands because being a teacher is already a tough job as it is. The principals should make it easier on them, with power comes great responsibility and they are responsible for the well-being of the teachers just like the teachers are responsible for classroom management and teaching their students. Being a firsthand principal, friendly and supportive goes a long way when it comes to schools and the community. Everything trickles

from the administrations and their attitudes, regulations and how their school is run. Creating a positive atmosphere is crucial for the teachers as well as the students.

Table 1

Mistreatment By Principals:

Research Recommendations	Practices in Washington State	My recommendations
<p>When teachers get support from others, it can give confidence and give the teachers the opportunity to be able to handle future challenges.</p> <p>Having a trusting and supportive relationship with their principal is important for teachers because it makes them feel safe and respected.(Adams, 2022;Avanzi et al. 2015; Dehne et al. 2025)</p>	<p>The vice principal is extremely positive, he always has a friendly smile and talks to all the staff. When an issue arises from students, he is very responsive and comes immediately. He is always on the walkie talkie. He always asks me if I need anything, he always greets me, and he ensures that I can ask him for help whenever I need it.</p>	<p>Keep doing what he is doing, it has been working. The staff are happy, I am always cheerful in that school because of the welcoming aura of everyone. I had an instance where a student was yelling at me, another teacher that was across heard it and she quickly radioed him, he came to my rescue so fast. I was panicking because the student was so belligerent and pushing other kids. When I told her to stop, she got aggressive with me. I appreciated the quickness of his help.</p>
<p>Much of the stress that the teachers experience comes from poor communication with principals and feeling unsupported. A lack of trust and support from school leaders has been linked to teacher burnout and the decision to leave the profession. (Dor-Haim, 2023; Ford et al. 2019).</p>	<p>I have yet to meet the principal, the principal here is supportive in their own way. They are not micro-managing you or making you feel uncomfortable. They are sending help when needed and ensuring that all the teachers are getting supported.</p>	<p>I love how that school is run; the principal manages the district and administration work. While the vice-principal is hands on all the way. I recommend they keep it up because it is working. Every time I speak with a staff member, they love being there and they appreciate the vise principal as well. I remember when I first came to the sub at school, the vice principal introduced himself to me in the cafeteria and was helping the janitor and lunchroom staff by cleaning,</p>

		sweeping, and ensuring the students are lining up. I recommend other administrators are also humble.
Too much paperwork has been reported to be frustrating to teachers because it makes their jobs harder. This can lead to burnout and feel as if there is no balance in their profession which leads to teachers leaving. Guo et al., 2024; Heffernan et al. 2022)	All the teachers, including myself, are very relaxed in that environment. When I am done for the day, I am not forced to stay until the end of the pay day. I always see teachers leaving as soon as the students leave. They are not forced to just stay because they are “getting paid.”	The office people are so nice, I never get forced to do anything beyond substitute for the class. I was extremely late one time stuck in traffic, there was a huge, horrible accident and I did not get to work for a whole hour and a half late. They were so happy I was still coming; I got paid for the full day and they were so positive and supportive. I recommend they keep that hospitality because it works! I would love a full-time job there.

Teacher Stress on Students

With a stressed-out teacher, comes a stressed-out classroom. The effects of a teacher that is experiencing burnout are extreme when it comes to the stress level of her students. With all that negative energy, the students misbehave and do not respect the teacher because they do not even like their classroom. This affects the students’ academic achievements, and it is unfair because they are there to learn and the stress is diminishing the opportunities for learning. Schools need to have ways to support those teachers which in return will support their students when it comes to mental health and the resources necessary to obtain a harmonious dynamic in the classroom.

Table 2

Impact Of Teacher Stress On Students

Research Recommendations	Practices in Washington	My Recommendations
<p>Research shows that when the teacher is stressed out or shows signs of burnout, her students are also stressed out. Stress-contagion theory points out that stress can spread from one person to another in an environment like a classroom. With students spending a lot of their days with their teachers, the emotional state of the educators can rub off on the students. (Oberle & Schonert-Reichl, 2016)</p>	<p>My district offers several resources to support teacher stress management, including an Employee Assistance Program for confidential counseling and referrals, a SmartHealth wellness program, and health and wellness programs like mindfulness workshops and resources on using indigenous plant teachings for stress reduction. Additionally, they prioritize teacher induction, mentoring and ongoing support to build a strong teaching workforce.</p>	<p>Perhaps the district can collaborate with a gym to give teachers free gym memberships to encourage going to take care of their bodies which can drastically reduce stress. The teachers need to know and learn their resources and all the help they have within their school districts.</p>
<p>Studies have shown that when teachers feel supported, motivated and are emotionally well, it can have a strong impact on how well the students perform academically. (Wang, 2022; Zhou et al. 2023)</p>	<p>My district fosters positive teacher relationships through various initiatives, including family partnership and engagement, teacher induction and mentoring programs, and prioritizing teacher voice. They also emphasize social-emotional learning and creating welcoming environments to support strong connections between students, families, and staff.</p>	<p>Every 3rd Friday, the staff go to hang out at a local hotel bar by the school. This is a fun time they have outside of work, they are very welcoming about it, and they just go and chat, eat and drink and have fun together. I think this builds connection and trust and every school should do this.</p>
<p>When students like their teacher and see them as positive and happy, they are more likely to listen, behave well and try harder academically. The opposite also happens, the students behave poorly when the</p>	<p>The students with mental health issues are usually sent to the resource room when they start misbehaving. The resource room is such a nice calm, warm space that it is minimal on the walls. This space has snacks, an area</p>	<p>The teachers have a system that is called “buddy classroom,” this is when a student that is misbehaving can take a break in another classroom. I always see this, and it usually calms the student down. They take their</p>

<p>environment of the classroom is negative; the students can even become disrespectful to their teacher and not do their schoolwork. (Byrne, 1994; Moskowitz, 2024)</p>	<p>where they can take a nap, toys, and board games. Some of these kids have issues beyond the classroom and the resource room teachers and paras are aware and very helpful to these students.</p>	<p>work with them, and they are offered as much time as they need. They always miss their own class within 20-30 minutes, and they cool down during that time. I recommend that they keep doing this because it works from what I see.</p>
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Heavy Workloads on Teachers

In such a day and age, it is astonishing that the educational system expects so much non-classroom work from teachers. The teachers already have their hands full with students, teaching, grading and much more day-in and day-out. When we also add the extra workload to them, they are using time to do that instead of focusing on the best way to instruct their students and have a well-kept classroom. Too many studies are showing that teachers simply have way too much to do so something must be done. If we can erase the extra work, and let the teachers just teach, we would have much better and effective teachers that are raising future leaders.

Table 3

Heavy Workloads On Teachers

Research Recommendations	Practices in Washington State	My recommendations
<p>One of the biggest reasons why teachers burnout is the excessive workload which the teachers see as unrealistic and unsustainable. The extension of the teachers’ work can lead to negative consequences over time. (Heffernan et al. 2022; Wahab et al. 2024)</p>	<p>My district supports the teachers by having professional development, release time for planning and collaboration and wellness initiatives. They also provide ongoing support, mentoring, and induction programs for teachers. It also aims to ensure all teachers have the necessary resources and tools</p>	<p>On Fridays, there are early dismissals in my school district. This is a time when the students leave, and the teachers are there collaborating and having meetings, so they will not have to do this outside of their school hours. I think they should keep doing what they are doing</p>

	<p>to effectively manage their workload. They also address the needs for diverse learning. They also have some days throughout the school year for professional development.</p>	<p>because they are getting a lot of help.</p>
<p>Having a high workload negatively impacts the mental/emotional health and well-being of teachers. This can even cause sleep problems and manifest into physical pain. (Da silva et al. 2024; Gillet et al. 2022)</p>	<p>At my school, the teachers meet up and share paperwork for their classrooms, so they do not have to each produce planning on their own. They collab with what they are teaching so it makes the work one-third of the time they would've each spent on it. Whenever there is a substitute, the other teachers in the team ensure that she has everything she needs for the day. Even when the real teachers forget to make a sub plan if they wake up too sick and do not plan on missing work, her teammates always come to rescue for her. They always have each other's backs.</p>	<p>I really like that they always check in with each other, it is like they have their group of best friends at work that hold them up. I recommend that they keep doing this because the substitutes are not overwhelmed, the teachers are not overwhelmed, and neither are the students.</p>
<p>The culture of collaboration and shared decision-making in the schools for teachers can help the teacher elevate the stress from too much workload. (Bellibas et al.2024; Mota et al. 2023)</p>	<p>My school district has staff wellness events that teachers can participate in, they have "pickleball doubles tournament" and they have "staff kickball." They also have BLOOM gardening sessions. There is a staff cook-off event as well where the winner gets to take home a trophy for their school. They try to do something like this every single month for staff to look forward to</p>	<p>In the staff lounge, there are always donuts and coffee. They also sometimes bring lunch like a taco bar or a breakfast bagel bar. This is a little something to help teachers take their lunch or breakfast load off for the day. It is a nice gesture. Teachers love coffee and sometimes we are so busy rushing we skip breakfast or do not pack lunch ourselves. This brings the teachers together in the staff lounge and connect with each other.</p>

	something fun within their community.	
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Summary

There are multiple reasons why teachers feel burnout, from bad treatments of principals like micro-management, effects of the stress on the students that ends up having consequences like bad grades, misbehavior and being disliked by the students which makes matters worse to the heavy workload that the teachers have to do that includes non-teaching tasks that take a lot of time and energy away from teaching the students and ensuring that the students have a nice classroom environment. I recommend that the principals are kinder, they need to do some cultural classes, I also recommend that they let the teachers have autonomy in their classrooms and not overstep the class boundaries so the teacher can feel control. I also recommend that the districts offer more for teachers to be able to have self-care like gym-membership and more all staff activities, so they connect and not feel alone.

Discussion

The purpose of this project was to examine the causes and consequences of teacher burnout with a focus on primary and secondary schools. As evidence indicates, the teaching profession is a demanding job that takes a lot of commitment and effort to keep up with all the work they must do. Throughout this research, I found a lot of reasons why a teacher would get tired and leave the profession. These findings relate to principals' mistreatments, workload and the student outcomes which were the themes that mostly stemmed from extensive research on teacher burnout.

This literature review on teacher burnout consistently highlights the impact that teaching can have on teachers and student outcomes. This discussion examines principal mistreatment,

excessive workload, and the effect it has on student success. All these studies reveal these reasons and more on why teachers are quitting and moving on to other professions. I will include suggestions for the districts, schools, and teachers. This will include the findings of the research and what we can retain from it to better the future of education. A lot of reasons are because the principals mistreat the teachers, there are different ways that can happen from being cold and rude, to playing favoritism, to even micro-managing the teachers and making them feel uncomfortable. When the teachers feel less valued, they are less likely to do their job the best way they can, and this affects their stress level, their well-being and how much effort they put into their jobs. Another big reason was the workload that the teachers have on their plates.

Besides teaching, grading, documenting, reporting, they also have a lot of district paperwork and steps to do aside from the teaching work. According to Heffernan et, al (2022) Increasing rates of teacher stress, ill-being and burnout have been attributed to external pressures, ongoing reform, and the increasing complexity of the role of both the teacher and the school. Finally, with these stressful reasons, it affects the way they teach their students and how well their students do in the classroom. When teachers are stressed out, it can also lead to students being stressed out. The more negative the classroom environment is, the worse the students perform. This affects student learning and students' academic outcomes.

Discussion of Findings

The complexity of this topic has many reasons and ways that can cause the teacher to experience burnout. Elaborating on the causes of teacher burnout, the consequences of teacher burnout and what has been recommended by various studies to address this important matter for teachers. Teachers are only humans that take on a lot of responsibility which can lead to burnout

when they are being mistreated, have too much workload and the results of how much this effects the students as well as the teachers' well-being and intent to leave the profession.

Causes of teacher burnout

In this section I talk about the different issues teachers face every day. In my rationale, the first question from my rationale was: according to research studies, what are the causes of teacher burnout?

There were many reasons for this big issue, like mistreatment of principals and heavy workload. With principals, there are a lot of reasons why they can cause the teacher to be stressed out. From lack of support to high expectations, this can lead to feeling isolated and tired. Studies demonstrated the importance of the working conditions created by the employer, with school leadership serving as the strongest predictor of teachers' feelings of organizational engagement, career commitment, and retention. Of all the factors, dissatisfaction with their principals is identified as a fundamental reason teachers leave or plan to leave their positions, with administrative support being particularly important for their continued employment. (Tran et. al 2023). This shows that working conditions created by school leaders have a strong impact on teachers' engagement, commitment, and decision to stay in their jobs. Teachers especially value strong administrative support, which helps them feel reassured and more likely to remain in the profession.

According to Berkovich (2017), manipulation by principals can happen by using a subtle threat that creates fear or humiliation to manage. the routine at school and make teachers comply with their demands. Other ways is blaming teachers in front of students, which is a practice that is viewed as abusive. This type of manipulation undermines the self-confidence, self-worth, and

self-efficacy of the teacher to promote the principal's goals. This behavior not only disrespects the teachers, but it also undermines their credibility. Over time, this can lead to a negative psychological impact from misuse of power which leads teachers to feeling devalued, targeted, and unworthy in their profession.

Dehne et al. (2025) stated that the quality of relationships with principals may be crucial for teachers to deal with such work-related changes that increase their work pressure. Principals often fail to prioritize the relationship nature of their work, as they themselves generally perceive a strong culture of performativity and work pressure. As a result, principals may focus on meeting external expectations than on fostering meaningful, empathetic relationships with staff. When they neglect the emotional and relational dimensions of leadership, they miss a key opportunity to strengthen school morale and teacher resilience.

Another cause for teacher burnout is that teachers often face a heavy workload that extends beyond classroom instruction. This can lead to long hours and increased stress, impacting their well-being and effectiveness in the classroom. According to Droogenbroeck et al. (2014), non-teaching-related workload and teaching-related workload are positively related to emotional exhaustion. This finding confirms the central role of the quality of relationships in the experience of burnout. The most draining and buffering aspect in the workload comes from the teaching activity itself, the quality of the relationships experienced therein. Excessive paperwork and high-stakes accountability demands are among the most important stressors and causes of teacher job dissatisfaction.

A heavier workload that expressed itself as mental or physical symptoms also contributed to teacher burnout and the intentions to leave the profession. These factors included work-related

stress, emotional exhaustion, and a sense of inadequacy. Teachers professional commitment to support all students in learning combined with the perceived challenge of setting their own limits resulted in unbalanced working conditions for the teachers (Rasanen et al. 2020). Even when the teachers are doing their best, the constant demands of testing, curriculum development and attending meetings can make the teacher have less time for her students. This makes it overwhelming along with the constant pressure to meet deadlines, track data and differentiate instruction. They end up feeling like they are falling short of what they are supposed to be doing as a teacher.

Ab. Wahab (2024) explains that workload is described as occurring when employees believe they are being asked to complete more tasks than their availability or capacities will permit. They continued by saying that working under pressure may be stressful as individuals get nervous when they have a lot of work to accomplish before a deadline. This can result in low self-esteem, passivity, and subpar performance at work due to the total of all activities that take up the employee's time. Apart from teachers having to do teaching-related tasks, teachers are also burdened with non-teaching tasks like administrative work related to the school trips or projects, preparing students certification, planning for school's events, orders from authorities, professional relationships, staff meetings, too many official activities and inspections in schools and demand from educational administration. Lack of management support on teaching and administrative work will cause an increase in the workload of teachers. Extracurricular activities can also contribute to the workload, with schools having too many activities with students including non-teaching. Without adequate support, the growing pressure to do it all can make

teachers feel overwhelmed and undervalued, further impacting their burnout and commitment to the profession.

Consequences of teacher burnout

The second question in my rationale was: According to research, what are the consequences for teacher burnout?

Teachers can have a wide range of consequences, affecting not only educators themselves but also their students and the school. Ranging from mental and physical health problems, decreased job satisfaction, constantly being absent from work and turnover. Gillet (2022) stated that the outcomes of high burnout profile were linked to higher initial levels of intention to leave the profession, sedative use, sleeping pills consumption and somatization. In contrast, the teachers that had lower levels of stress participated in physical activity and took better care of their health. These findings suggest that the teachers experiencing high burnout may resort to coping with mechanisms that negatively impact their health and well-being.

When it comes to students, they are affected by having lower quality instruction, reduced emotional support and even increased classroom disruptions. So, when a teacher is stressed out and shows signs of burnout, the students can feel those emotions as well. Moskowitz (2024) stated that how students perceive teacher behavioral characteristics such as their communication style can have a marked effect on student emotions. The teacher behavior can influence student anxiety, pleasure, and motivation. The harsh tone in which the teacher is speaking with the students can damage the teacher-student relationship.

This burnout effect can lead students to lower academic performance, with the combination of the weakened relationship and less interactive learning, Zhou et al. (2023) points

out that positive emotions broaden a person's mindset and, in educational contexts, increase attention to learning, which, in turn, develops successful academic outcomes. In contrast, negative emotions like sadness and anxiety are thought to hamper a person's cognition development, thereby hindering students' learning and leading to failure in academic achievement. These emotional states can interfere with attention, memory and problem solving, which are key components of effective learning. This can then create long-term setbacks and diminish students' overall educational experience.

When the teacher is tired, drained, and stressed, the students do not enjoy the toxic environment and it leads to them not respecting the teacher, checking out and misbehaving. Wang (2022) argued that teacher burnout leads to poor classroom management in dealing with learners' troublesome classroom behaviors. Teachers that suffer from burnouts have negative attitudes toward themselves which may affect their performance and learners' academic achievements. These teachers also provide a less encouraging language teaching context to the learners, which can also bring lower levels of academic achievement. The students can sense and mirror the teacher's mood; a negative classroom prompts misbehavior which then leads the teacher to being more stressed. This dynamic can become a vicious cycle that further escalates stress and misbehavior.

Recommendations to reduce burnout.

In my rationale, the third question was: What is recommended to address teacher burnout?

Principals should create the opportunity to build mutual respect, psychological safety along with professional connection. These kinds of interactions help support teamwork and

shared goals, which is a valuable resource to have for the school and the students. Over time, it becomes natural and easier to work through challenges, improve instruction and support change. Ford (2029) recommends that principals should take time to have meaningful, productive conversations with teachers, preferably outside of the context of high-stakes accountability tasks, and strengthen key aspects of the school climate, will go a long way to building important social resources within the school that can then be leveraged for other meaningful purposes.

Schools are often centered around meeting the needs of students but not the teachers' wellbeing and their needs since they work directly with the students. The emotional, mental, and professional needs of teachers should be a priority, but they are mostly overlooked. Tran et al. (2023) stated that teachers should be considered and included when it comes to crafting policies and practices that aim to improve the working conditions by focusing on key attributes for teachers to feel supported. The mindset should shift from a singular focus on students' needs to include teacher needs in strategic decision making. We must emphasize the improvement of human-centric workplace factors that are pivotal to a human-centered industry in those efforts.

Although the education system may never be perfect, there is a tremendous amount of improvement we can address, especially when it comes to supporting teachers. Learning how to react to stressful situations will help teachers' mental health for better outcomes. Shen et al. (2015) expressed that to prevent teachers' burnout, it is important to improve teachers' working conditions and classroom environments. Also, there is a need for school systems to offer comprehensive workshops addressing stress and time management, relaxation training, and coping skills to strengthen teachers' resources for resisting burnout.

To prevent teacher turnover intentions at school and individual levels, the teacher-working environment fits needs active monitoring and developing in the professional community. Rasanen et al. (2020) points out that at the system-wide and societal levels, appreciation of the teaching profession is not purely sustained by developing societal structures, such as compatible payment. Balancing the top-down-bottom-up dialog is also needed to promote meaningful and ambitious enough professional learning for autonomous teachers and contribute to the further development of the educational system. When teachers feel genuinely valued through respect, trust and included in decision making at their school and districts, they are more likely to experience less teacher burnout and not leave their career. Retaining the quality teachers that the districts, communities, and students need, the educators need to be seen, heard and supported in every aspect throughout the educational system. They must feel like they are making a positive impact and a difference in their classrooms.

University administrator preparation programs should directly address leadership approaches that are respectful and supportive of teachers. The district needs to provide professional development opportunities for existing leaders that foster the development of innovative and supportive skills. This will nurture teacher empowerment and efficacy, which decreases stress, burnout and the intent to quit (Sass et al. 2011). These opportunities will help the leaders grow in areas like empathy, collaboration and emotional intelligence to give teachers the positive and uplifting environment they need to teach their students the best they can. The teachers will feel more confident and empowered to continue to do their work because they will feel seen and appreciated more.

Implication for Educators

These issues have been going on for a long time and they are everywhere across the world, teachers everywhere in the United States, Europe, Asia, India, African countries, and a lot of middle eastern countries are having the same issues. There needs to obviously be a reformation, or we are going to continue to see understaffed schools, overpacked classrooms and even more overwhelmed teachers. Teachers trust their districts and principals to take care of them while they are taking care of their classrooms, but it seems like the well-being is either not a priority or it is too hard to try to fix things.

When it comes to teachers, they need to produce a wellness routine for themselves. They must find a lot of solutions to their own liking. A lot of teacher development that must include classroom management needs to be part of the teacher training. Teachers need to be able to learn to manage their stress because even if we fix a lot of these issues across the different districts, there will still be stress attached to the teaching profession just like any other profession. Eating a healthy well-balanced diet, being available to exercise and allocating the time to destress and doing something nice for them is crucial.

Maintaining work life balance is very crucial for teachers, they need to avoid allowing themselves to get exhausted and prioritize their mental health, physical being and their emotions first. We cannot pour from an empty cup, so teachers going out of their way and giving themselves nothing in return will never work. That is not being there for the students because students can feel when a teacher is not herself and is drained. The students lose interest when they do not respect or like their teachers; this is if the teacher is always negative because we cannot be happy and positive when we are feeling the burnout of too much work and being over stimulated.

I also think that the workload the teachers must do that comes down from their districts is too much work, the main priority for teachers should be the students. Having to do a lot of planning, grading and administration tasks need to be lightened up. Teachers also need to prioritize the most important things, they need to learn to ask for support and collaborate with the other teachers so they can split the tasks needed for planning.

Principals need to have some training on how to foster positive and supportive relationships with their teachers. They need to learn how to communicate and empathize with the teachers while offering more support and finding ways to improve the quality of the way they run the schools.

Districts and school leaders must stop ignoring teacher well-being. It must be treated as a top priority which includes reducing excessive administrative tasks and allowing teachers to focus on what matters most, which is to teach and support the students. The teacher workload must be restructured; the grading, planning, and data reporting should not fall entirely on the teacher. Schools need to promote task-sharing, co-planning and collaborative structures so it can soften the load of the teachers. Professional development must include stress management and wellness strategies. If the teachers do not have any energy, they cannot muster enough energy to really focus on what needs to be done for their students. They must learn how to manage stress, maintain emotional balance, and set healthy boundaries with students, coworkers, and principals. Governments, communities, districts, and policymakers need to consider the well-being of the teachers and do a reform, everyone needs to contribute because it does take a village.

Having great schools and well-educated children of the future is crucial for our society, policy makers need to fight for the rights of the schools. While we are raising a future generation,

we must make sure that we are doing everything we can for them to have a good environment to learn in. I think that offering teachers more help, more time to work, and more support outside of the school can help them a lot. Teachers work directly with their students so the change and help should start there. When the teachers feel supported, they go beyond for their students because they feel so responsible for them. Policy makers need to include more time for instructional planning and reflection. The teachers should get dedicated time during the workweek to ensure that they are using the adequate strategies for their students and their teaching style. They need to make sure that they have quick response trained professionals within the school to manage the misbehaviors so the teachers can focus on teaching.

This is a serious matter because teachers are leaving the profession very quickly. The retention rate is low due to the challenging working conditions. After teachers spend the time and money to go through the teacher training and experience, they leave to something else because of the issues that keep happening and the burnout they are experiencing. With the teachers leaving, it costs the districts money and time as well to keep finding new qualified teachers and hiring them. This also causes the community to not trust their schools because they keep seeing new teachers and they want their children to bond with their teachers and build relationships. The teacher shortage causes other teachers to have more students in their classroom, which can also cause stress and less class management for the teacher. The high teacher turnover can be associated with lower student test scores because of the lack of experience and expertise the new teachers have versus the experienced teachers that have been in the profession for a long time.

Implications for Future Research

We need to learn more about how the principals also feel about the issues the teachers are having and what the principals also need from them. With teacher training, universities should start including more SEL classes for teachers as well as self-care practices, stress management, resilience training, understanding the causes and preventions of burnout and time management. Future research needs to explore the school environments, the leadership styles of principals and the community that the schools are in may make a difference in how the teachers' well-being might be. Long-term studies should take place in all levels of education to see if the grades or subjects also contribute to the teacher burnout. There also needs to be studies on the effects of the different strategies and interventions that have been recommended to better understand what can be done to address this issue.

Limitations of the Project

Within this paper, there were limitations in research both in the literature and within my site. I used peer reviewed articles from the university of Washington online library data base limiting my research between 1994-2025. I have included research done in other districts, states and countries with all the studies being written in English or at least translated to English. The terms I used to find my articles were; *teacher burnout*, *teacher retention*, *teacher mental health*, *teacher well-being*, *problems in schools and etc.* I used articles that ranged from Elementary schools all the way to high school because they are all relevant to being a teacher. I was not very selective on what type of schools my articles were on so I had a range of demographics in all kinds of areas and not limited to a specific one.

For the research of my site, there were some limitations because I am not always at that site so the whole picture of the school wasn't fully visible to me. I was at my site once or twice a week at most, so some of the layers of what went on within the school were not accessible to me.

Conclusion

In this paper, I have examined the research on teacher burnout, I discussed the three themes that emerged in the research: mistreatments of principals, workload and the negative effects it has on the students' academic outcomes, I also made key recommendations for researchers and educational practitioners to address the problem that should strongly be considered. Even if it takes time and resources, the result would be worth what we can pour into helping the teachers do their job adequately while still finding joy in their profession. When the teachers are being supported, it is also supporting the students, the education system and the community all around. The reduction of stress must be a priority to avoid burnout amongst educators. Finding different ways that offer the teachers the motivation to continue to thrive in their careers, the autonomy in their classrooms and the respect they deserve across the school systems will significantly increase teacher retention, community closeness and the overall academic success of students.

Schools are facing a high rate of teacher turnover due to burnout, they need support. At the end of the day, teaching is a high-pressure profession that takes time to get good at. With the right training, funding, and support from every level of the education system, everyone can all thrive as a community full of happy teachers, students, and parents as well as everyone involved in working directly or indirectly with our children.

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