



## **Assessing Teacher Burnout, Qualifications and Experience on Teacher Effectiveness in Secondary Schools**

**Shishupal Gorain<sup>1</sup>, Soumen Ghosh<sup>2\*</sup>**

Rajiv Gandhi University, India<sup>1</sup>

Rajiv Gandhi University, India<sup>2</sup>

Corresponding Email: [soumen.ghosh@rgu.ac.in](mailto:soumen.ghosh@rgu.ac.in)\*

*Received: 09-06-2025*

*Reviewed: 11-07-2025*

*Accepted: 25-08-2025*

### **Abstract**

The study aimed to assess Teacher Burnout (Personal Accomplishment, Emotional Exhaustion and Depersonalization), qualifications, and experience, as well as its effectiveness among secondary school teachers in the Purulia district of West Bengal, India. A sample of 100 secondary school teachers was selected using a purposive sampling technique. Statistical analyses, including t-tests, correlation, and linear regression, were used to analyse the data. The study revealed that highly qualified teachers were more effective, while less experienced teachers demonstrated effectiveness, particularly in adopting innovative teaching methods in alignment with the feedback. This study has found that personal accomplishment showed a strong positive correlation with teacher effectiveness, highlighting the importance of strategies to mitigate burnout factors. While emotional exhaustion and depersonalization did not directly impact effectiveness, its' addressed burnout contributors are crucial for optimal performance. The educational implications are that hiring and retaining highly experienced teachers first and establishing mentorship programs to assist less experienced teachers are recommended. The study concludes that burnout significantly diminishes the effectiveness of teachers by impairing cognitive function, emotional regulation and overall job performance.

**Keywords:** Burnout, Professional Development, Psychological well-being, Secondary teachers, Teaching skills

### **Introduction**

Effective teachers are crucial in setting educational standards and influencing student outcomes. To be effective, teachers need to foster a positive learning environment, develop higher-order thinking skills, adopt effective instructional strategies, and more. In both personal and professional contexts, several psychological and emotional factors such as personal accomplishment, emotional exhaustion, and depersonalisation form core components of burnout syndrome, often affecting teaching quality. Personal accomplishment, which involves feeling fulfilled and successful through professional activities, is a key motivator for teachers.

It boosts their resilience and dedication to effective teaching practices. Conversely, emotional exhaustion involves feeling emotionally drained due to prolonged stress, which can impair a teacher's ability to engage students and manage classroom dynamics. Depersonalisation, characterised by a detached and impersonal attitude towards students, further damages the teacher-student relationship, negatively influencing learning environments. In summary, emotional exhaustion, depersonalisation, and personal accomplishment significantly impact a teacher's capacity to perform effectively. These factors are interconnected components of teacher burnout, as measured by tools such as the Maslach Burnout Inventory (1986). Burnout affects teachers' well-being and diminishes their effectiveness, ultimately reducing student achievement and satisfaction. Addressing these issues through supportive school environments, professional development, and stress management interventions is vital for improving teacher effectiveness and educational results (Maslach Burnout Inventory, 1981). Therefore, implementing comprehensive support systems to mitigate these factors is essential for maintaining a high-quality academic environment.

## **Literature Review**

### **Teacher effectiveness**

Successful teachers go beyond traditional, teacher-directed instruction by employing key pedagogical strategies such as encouragement, feedback, reflection, assessment, and fostering student self-regulation. This approach underpins teaching effectiveness, which is essential for student success and overall educational quality. A teacher's knowledge, experience, and interaction with students are also critical to effective teaching. Effective teachers use established routines for designing and delivering lessons in specific subjects to achieve significant outcomes (Hattie, 2002). According to the Dictionary of Education (2005), a teacher's effectiveness depends on their ability to nurture and connect with students' physical, intellectual, and psychological interests. Effectiveness is often evaluated by the positive impact teachers have on their students (Dunkin, 1997). Additionally, factors such as academic performance, subject mastery, intelligence, rapport with adolescents, job satisfaction, teaching experience, professional development, age, and instructional strategies influence effectiveness. In this study, teacher effectiveness refers to educators' capacity to facilitate meaningful learning experiences, inspire students, and support their academic and personal growth.

### **Burnout**

Burnout includes emotional exhaustion, depersonalisation, and reduced personal accomplishment. In 1974, Freudenberger first introduced the term burnout. The primary cause of burnout, a work-related condition, is often dealing directly with individuals requiring help (Farber, 1991). Burnout is a state of mental fatigue caused by excessive stress (Misra & Sharma, 2022). Maslach and Jackson (1981) defined burnout as mental fatigue, a diminished sense of achievement, and depersonalisation resulting from poor management of work demands. Longer-term occupational stress can lead to teacher burnout, with stressful working environments linked to its symptoms (Betoret, 2009; Skaalvik & Skaalvik, 2010). Literature shows that burnout negatively affects teaching effectiveness (Cunningham, 1983), influencing

## ***Assessing Teacher Burnout, Qualifications and Experience on Teacher Effectiveness in Secondary Schools***

teaching styles, professional commitment, and motivation levels (Zeng & Shiquan, 2024). Therefore, burnout is a psychological condition characterised by fatigue, cynicism, depersonalisation, and decreased professional efficacy. Its main symptoms include cynicism and emotional exhaustion (Schaufeli & Salanova, 2007), with emotional exhaustion regarded as the core component manifesting as persistent fatigue and low energy (Pines et al., 1988; Schwarzer et al., 2000). Teachers' performance in the classroom is impacted by burnout (Misra & Sharma, 2022). Many teachers attribute burnout to various factors such as classroom management challenges, unruly pupils, violence, vandalism, low pay, limited job mobility, and fear of layoffs (Gold & Roth, 1993). Educational administrators should focus on improving working conditions to support teachers' well-being (Oboegbuelem, 2013). Teachers' well-being, including experiences of burnout, directly influences students' stress levels and overall well-being (Genoud & Waroux, 2021). Burnout tends to be more prevalent among teachers who feel less personally accomplished and can negatively affect their teaching capacity (Genoud & Waroux, 2021). Higher depersonalisation correlates with reduced effectiveness because it leads to less responsiveness to students' needs and a lower motivation to use engaging instructional strategies (Misra & Sharma, 2022). Moreover, burnout is influenced by qualifications and experience, with factors like education level and tenure affecting burnout levels (Ghanizadeh & Jahedizadeh, 2015). Therefore, burnout poses a significant risk in institutional teaching settings (Maslach & Jackson, 1981).

### **Impact of qualifications and experiences**

The role of qualifications and experience is vital. Teachers with higher qualifications are generally more effective (Ufonabasi & Friday, 2014). Ongoing professional development plays a key role in enhancing teachers' self-efficacy, which correlates with effectiveness (Adusei et al., 2022). Well-qualified teachers are typically better equipped to manage classroom dynamics and implement instructional strategies. Experience is another influential factor. Literature shows that teachers with over 15 years of experience tend to be more effective than those with less experience, highlighting the importance of experience (Gorain & Kalhotra, 2024). While experience generally improves teaching efficacy, its impact varies across different aspects of teaching (Moosa et al., 2019). For instance, emotional exhaustion and personal accomplishment do not always correlate significantly with effectiveness, indicating that experience alone does not guarantee better teaching performance (Misra & Sharma, 2022). Nonetheless, older teachers often face higher burnout levels, which can negatively influence their effectiveness (Alghamdi & Sideridis, 2025).

### **Interrelationships among factors**

The interaction among these factors is significant. High burnout levels can reduce a teacher's effectiveness regardless of their qualifications or experience (Călin et al., 2022). Over a third of teachers report high burnout, linked to factors such as age and experience (Alghamdi & Sideridis, 2025). Interestingly, some teachers who experience burnout also report that it positively impacts their academic and professional lives (Bedir, 2023). Teachers with higher emotional intelligence tend to exhibit lower emotional exhaustion and greater personal accomplishment, which enhances classroom management and student engagement (Murturi,

2024). Additionally, teacher self-efficacy acts as a mediator; higher self-efficacy can lessen burnout levels and improve teaching effectiveness (Chen, 2023). Teachers also recommend collaborative support and time management strategies to reduce burnout (Francisco et al., 2024). Systemic factors such as supervisory support and collegial relationships are crucial; they can mitigate the effects of burnout, bolster teachers' self-efficacy, and improve overall effectiveness (Zeng et al., 2024).

### **The present study**

This study investigates the complex relationship between teacher qualifications, experience, burnout, and their combined effect on teacher effectiveness among secondary school teachers in the Purulia district of West Bengal, India. Literature shows that secondary school teachers often experience high levels of burnout syndrome, which can negatively affect their effectiveness (García-Carmona et al., 2019). Based on extensive literature, the study highlights that both highly qualified and less experienced teachers have crucial roles in fostering effective teaching practices. Notably, a strong positive correlation exists between teachers' sense of personal achievement and their effectiveness, emphasising the need to address burnout factors to improve teacher performance and job satisfaction. Several studies have identified significant differences between teachers' qualifications and their effectiveness, as noted by Rice (2004), Woolsey (2006), Paige (2002), and Young (2002). Additionally, research has shown a weak to moderate link between burnout and teacher effectiveness. It was observed that a moderate correlation exists between teacher effectiveness and the three dimensions of burnout (Byrne, 1994). Moreover, research indicated that emotional exhaustion was a better indicator of job satisfaction among Norwegian teachers compared to depersonalisation (Skaalvik & Skaalvik, 2010). The importance of these findings cannot be overstated. Educational systems worldwide depend heavily on their teachers' effectiveness, and factors such as job stress and burnout significantly influence their performance. Furthermore, teacher qualifications and teaching skills are often seen as barriers to effectiveness. This study aims to provide valuable insights to educational administrators, policymakers, and psychologists seeking to enhance teacher performance, student achievement, and overall educational standards in the region and beyond.

### **Objectives of the study**

The objectives of the study are:

- i. To investigate the significant difference in teacher effectiveness between highly qualified and less qualified teachers in secondary schools.
- ii. To investigate the significant difference in teacher effectiveness between highly experienced and less experienced teachers in secondary schools.
- iii. To explore the correlation between dimensions of burnout and teacher effectiveness among secondary school teachers.
- iv. To assess the influence of burnout dimensions on teacher effectiveness among secondary school teachers.

## ***Assessing Teacher Burnout, Qualifications and Experience on Teacher Effectiveness in Secondary Schools***

- v. To assess the influence of teacher qualification and experience on teacher effectiveness in secondary schools.

### **Hypotheses of the study**

The hypotheses of the study are:

- H<sub>01</sub>:** There is no significant difference in teacher effectiveness between highly qualified teachers compared to less qualified teachers.
- H<sub>02</sub>:** There is no significant difference in teacher effectiveness between highly experienced teachers compared to less experienced teachers.
- H<sub>03</sub>:** There exists a positive correlation between the dimensions of burnout and teacher effectiveness within secondary school settings.
- H<sub>04</sub>:** The dimensions of burnout significantly influence teacher effectiveness among secondary school teachers.
- H<sub>05</sub>:** Teaching experience and educational qualifications do not significantly influence teacher effectiveness within secondary school contexts.

### **Research Method**

#### ***Participants***

The study encompassed all government secondary schools within the Purulia district of West Bengal, India, constituting the population under investigation. Employing purposive sampling, the researcher purposefully identified 100 high schools as the sample of the study. Within this sample, 27% of the teachers are undergraduate graduates and 73% are postgraduate. The study classified teachers with less than eight (8) years of experience as having low experience, while those with more than eight (8) years have high experience.

#### ***Procedure***

The descriptive cum survey approach was adopted in the study to investigate the teacher effectiveness of secondary school teachers in connection to burnout, qualifications and experience. The researcher visited the selected schools and sought permission from the headmasters before initiating the data collection process. Each teacher present during data collection received a questionnaire, enclosed in an envelope for anonymity. Clear instructions were provided, emphasizing the importance of honest and independent responses and encouraging participants to express their genuine sentiments freely. After completion, participants were instructed to seal the envelope to ensure confidentiality.

#### ***Tools Used***

Teacher burnout was assessed using the *Maslach Burnout Inventory* (Maslach, 1986). It includes three subscales: emotional exhaustion (9 items), personal accomplishment (8 items), and depersonalization (5 items), totalling 22 items. Participants rated their experiences on a

scale from 1 to 6, where 6 indicated ‘always’ and 1 indicated ‘never’, with higher scores reflecting greater frequency. Higher scale scores suggested a greater likelihood of experiencing burnout. Internal consistency was evaluated using Cronbach’s alpha ( $n = 1316$ ). The obtained values for the subscales were: .90 for Emotional Exhaustion, .79 for Depersonalisation, and .71 for Personal Accomplishment.

The *Teacher Effectiveness Scale* was developed by the researcher in 2023 and applied to 100 secondary school teachers. The scale covers six dimensions: subject mastery (8 items), classroom management (7 items), student-teacher interaction (8 items), extracurricular activities (7 items), ICT-related knowledge (7 items), and administrative behaviour (6 items), with a total of 43 items. Items were rated from strongly agree (5) to strongly disagree (1), and reversal items were rated from strongly agree (1) to strongly disagree (5). The Cronbach’s alpha was calculated, and the obtained values for the subscales were: .83 for subject mastery, .73 for classroom management, .71 for student-teacher interaction, .82 for extracurricular activities, .82 for ICT skills, and .66 for administrative management.

### **Statistical Analysis**

The hypotheses were tested through a three-stage process. First, the well-established independent samples t-test was used, a standard statistical method for detecting differences between two groups. Next, the Pearson correlation approach was employed to explore the relationship between two key variables: burnout (an independent variable) and teacher effectiveness (a dependent variable). Finally, linear regression analysis was conducted to determine significant effects of burnout on teacher effectiveness, while controlling for teacher qualifications and teaching experience.

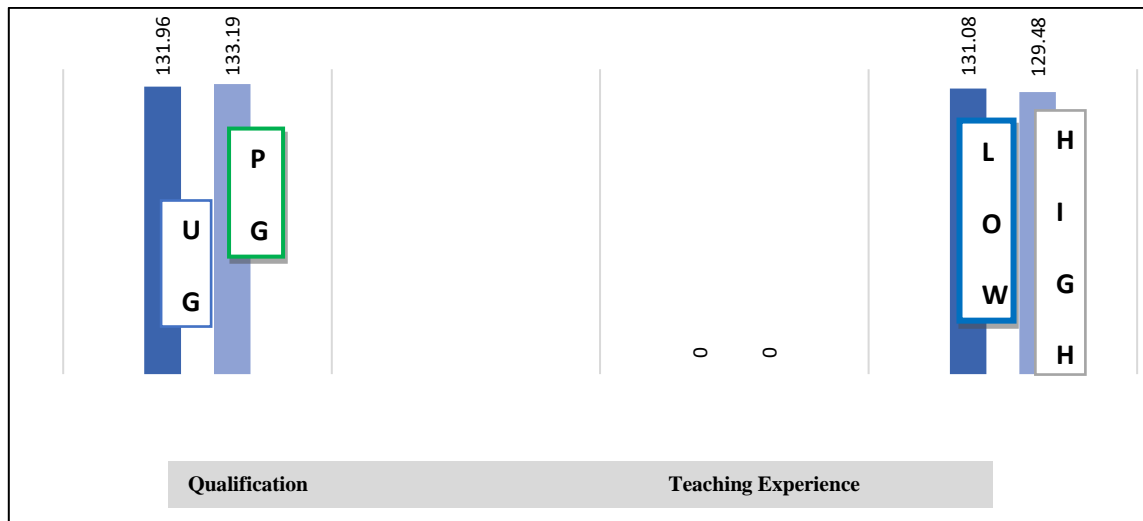
## **Results**

**Table 1:** Independent sample t-test in terms of educational qualification and teaching experience of teachers.

Variables	Group	N	Mean	SD	SEM	t value
Educational Qualification	Under Graduate (UG)	27	131.96	18.33	1.22	2.3
	Post Graduate (PG)	73	133.19	20.12		
Teaching Experiences	Low Experiences	59	131.08	21.71	1.59	3.89
	High Experiences	41	129.48	17.71		

Table 1 shows the independent sample t-tests for comparing teachers with qualifications UG and PG, as well as those with low and high experience. Results found a significant difference ( $t = 2.3$ ) between teachers with UG and PG qualifications at a 0.05 level of significance. Similarly, at the 0.05 level of significance, a significant difference ( $t = 3.89$ ) was found for teachers with low and high experience. Thus, hypotheses 1 and 2 are not accepted by the results.

## Assessing Teacher Burnout, Qualifications and Experience on Teacher Effectiveness in Secondary Schools



**Figure 1:** Shows the mean differences among undergraduate and postgraduate teachers, as well as between teachers with high and low levels of experience.

As shown in Figure 1, the mean scores are between undergraduate and postgraduate teachers and between those with low and high levels of experience. This indicates that postgraduate teachers exhibit greater effectiveness than their undergraduate counterparts. Similarly, less experienced teachers have higher effectiveness than more experienced ones.

**Table 2: Pearson correlation between burnout dimensions and teacher effectiveness.**

Variable	P value	Remarks
TE - EE	.02	$p < .05$
TE - PA	.86	$p > .05$
TE - DP	.02	$P < .05$

**\*\*Note:** TE = Teacher Effectiveness, DP = Depersonalization, PA = Personal Accomplishment, EE = Emotional Exhaustion

Table 2 indicates teacher effectiveness is not significantly associated ( $p = .02, .01$ ) with emotional exhaustion and depersonalization, but it is positively correlated ( $p = .86$ ) with personal accomplishment.

**Table 3: Linear regression analysis between burnout dimensions and teacher effectiveness, as well as educational qualification and teaching experience**

Predicted variables	R <sup>2</sup>	Adjusted R Square	Standard error of estimate	F	p
EE - TE	.10	.08	20.09	.986	.03
PA - TE	.00	.01	20.18	.064	.21
DP - TE	.00	.01	20.15	.085	.27
Educational Qualification - TE	.02	.01	19.97	2.13	.12
Teaching Experience - TE	.10	.09	20.09	.922	.03

**\*\*Note:** .05=Significant Level; TE = Teacher Effectiveness, PA = Personal Accomplishment, DP = Depersonalization, EE = Emotional Exhaustion

Table 3 illustrates the influences of burnout dimensions (depersonalization, emotional exhaustion, personal accomplishment) along with the impact of qualification and teaching

experience on teacher effectiveness. The results indicate that emotional exhaustion significantly influences teacher effectiveness ( $p = .03$ ), while teaching experiences also have a significant influence ( $p = .03$ ) on teacher effectiveness. However, personal accomplishment and depersonalization do not significantly affect teacher effectiveness ( $p = .21$  &  $.27$ , respectively) among secondary school teachers. Similarly, teacher effectiveness is not significantly predicted ( $p = .12$ ) by secondary school teachers' qualifications.

## **Discussion**

The findings emphasise the greater effectiveness of more qualified teachers compared to their less qualified counterparts, as evidenced by Clotfelter et al. (2007), Grissmer et al. (2000), Lee (2018), and Sanders and Rivers (1996). It was found that teachers with advanced qualifications tend to achieve better student performance than those with lower qualifications (Brown et al., 2020). Furthermore, the study shows that teachers with less experience are significantly more productive than their more experienced counterparts. This phenomenon may be attributed to the greater receptiveness of newly joined teachers to experimenting with innovative teaching methodologies and adjusting their approaches based on feedback. Research reveals that there is a correlation between teacher experience and student outcomes (Rockoff, 2014). However, this correlation diminishes substantially after the early years of teaching. The study suggests that teacher effectiveness varies considerably among experienced educators beyond the initial years. Stuhlman and Pianta (2009) and Graham et al. (2020) have reported similar findings regarding the greater effectiveness of less experienced teachers. Additionally, teachers with lower levels of experience provide the greatest benefit to higher-risk, chronically absent students (Kini & Podolsky, 2016).

The correlation analysis revealed a strong and positive relationship between personal accomplishment and teacher effectiveness, a finding supported by Hargreaves (2000), Milatz et al. (2015), and Spilt et al. (2011). This emphasises the crucial roles played by factors such as teacher efficacy, school climate, performance appraisal, job demands, coping strategies, and teaching efficacy in shaping the link between burnout and teacher effectiveness. Akbari (2007) highlighted that teachers' levels of reflective teaching practices can transform their beliefs, values, and personalities, ultimately enhancing their performance and reducing the association between teacher effectiveness and personal accomplishment. Conversely, emotional exhaustion and depersonalisation do not exhibit significant relationships with teacher effectiveness, a conclusion echoed by Sutarso et al. (1996) and Chirico et al. (2020).

This finding suggests that emotional exhaustion generally influences teacher effectiveness. It is important to address factors contributing to emotional exhaustion, such as excessive workload, lack of autonomy, and inadequate support systems, as a means to empower teachers to perform optimally and improve classroom teaching (Skaalvik & Skaalvik, 2021). Building on Emer's (1987) assertion, teacher effectiveness extends beyond subject mastery to include proficient classroom management.

Moreover, teachers' experiences influence teacher effectiveness in secondary school. Hammond (2000) indicates that teachers' experiences significantly improve instructional



## ***Assessing Teacher Burnout, Qualifications and Experience on Teacher Effectiveness in Secondary Schools***

quality and student outcomes. This view is supported by the works of Podolsky et al. (2019), Chingos and Peterson (2011), and Klassen and Chiu (2010). Hence, these attributes potentially serve as protective factors against burnout and as determinants of instructional quality. Clotfelter et al. (2007) further argue that early in their careers, teachers' efficacy is highly influenced by their experience. Over approximately eight to ten years, experienced educators have the opportunity to develop key attributes such as compassion, empathy, subject-matter expertise, and teaching abilities. Conversely, novice teachers lack these professional development opportunities.

### ***Educational implications and recommendations***

The study's findings have several important implications for educational practices, such as:

1. The results reveal that highly qualified teachers are more effective as compared to less qualified teachers. So, educational institutions should prioritize hiring and retaining teachers with advanced qualifications, as they tend to facilitate better student performance. However, they should also recognize the effectiveness of less experienced teachers, particularly in their receptiveness to innovative teaching methods. Providing support and mentorship programs for old-generation teachers can help harness their potential while acknowledging the varied effectiveness among experienced educators.
2. Recognizing the strong relationship between personal accomplishment and teacher effectiveness, schools should prioritize strategies to mitigate burnout factors such as excessive workload, lack of autonomy, and inadequate support systems. Enhancing teacher efficacy and job satisfaction through the promotion of reflective teaching practice and the provision of professional development opportunities can ultimately improve classroom teaching.
3. While emotional exhaustion may directly affect teacher effectiveness, addressing factors contributing to burnout is essential for enabling teachers to perform at their best. Schools should adopt measures to support teachers' well-being, such as promoting work-life balance, offering psychological support services, and fostering a positive school climate.

### ***Limitations and future directions***

The study recognises several limitations that could influence the generalisability and depth of its findings. Firstly, the sample size of 100 secondary school teachers, chosen through purposive sampling, limits how far the results can be applied to larger populations. The reliance on self-reported data also introduces potential biases, such as social desirability bias, which could influence the accuracy of responses related to burnout and effectiveness. Additionally, the cross-sectional nature of the study restricts the ability to determine causal relationships between variables like burnout and teacher effectiveness.

For future research, the study suggests increasing the sample size and using randomised sampling techniques to improve representativeness. Longitudinal studies could help observe how burnout and effectiveness change over time and establish causal links. Exploring other

variables such as school climate, administrative support, and specific professional development programmes could provide more detailed insights into factors affecting teacher effectiveness. Furthermore, qualitative methods, such as interviews and focus groups, may offer richer, in-depth perspectives on teachers' experiences and the contextual factors influencing burnout and performance.

Overall, future research should consider different geographical areas and educational levels to validate and expand the findings, contributing to more comprehensive strategies aimed at enhancing teacher well-being and instructional quality.

## **Conclusion**

This study clarifies the complex relationship between teacher qualifications, experience, burnout, and effectiveness within secondary schools in the Purulia district of West Bengal, India. The results highlight the importance of both highly qualified and less experienced teachers in supporting teacher effectiveness through various means. Moreover, the strong link between personal achievement and teacher effectiveness underscores the importance of addressing burnout factors to improve teacher efficacy and job satisfaction. While emotional exhaustion may not directly impact effectiveness, reducing burnout is vital for empowering teachers to perform optimally. Therefore, educational institutions should focus on hiring and retaining highly qualified teachers while offering support and mentorship programmes for newer teachers. Additionally, strategies to promote teacher well-being and develop a positive school climate are crucial for creating optimal teaching environments. These recommendations can help improve student outcomes and overall educational standards within the region.

## **Declaration of conflicting interest**

The authors declare that there is no conflict of interest in this work.

## **References**

- Adusei, O., Segbefia, S. K., Djan, A. K., Sarpong, A. B., & Salakpi, R. K. (2022). Does Qualification Count? The Effect of Teachers' Professional Qualifications on their Efficacy in Teaching. *International Journal of Rehabilitation and Special Education (IJRSE)*, 2(2), Article 2. <https://doi.org/10.48165/ijrse.2022.2.2.3>
- Akbari, R. (2007). Reflections on reflection: A critical appraisal of reflective practices in L2 teacher education. *System*, 35(2), 192-207. <http://dx.doi.org/10.1016/j.system.2006.12.008>
- Alghamdi, M. H., & Sideridis, G. (2025). Identifying subgroups of teacher burnout in elementary and secondary schools: The effects of teacher experience, age and gender. *Frontiers in Psychology*, 15. <https://doi.org/10.3389/fpsyg.2024.1406562>

## ***Assessing Teacher Burnout, Qualifications and Experience on Teacher Effectiveness in Secondary Schools***

- Bedir, H. (2023). The Burnout Blues: Examining the Causes and Solutions for Teacher Burnout in Education. *International Journal of Social Sciences & Educational Studies*, 10(3), Article 3. <https://doi.org/10.23918/ijsses.v10i3p449>
- Betoret, F. D. (2009). Self-efficacy, school resources, job stressors and burnout among Spanish primary and secondary school teachers: A structural equation approach. *Educational Psychology*, 29(1), 45–68. <https://doi.org/10.1080/01443410802459234>
- Brown, L. G., E. Hoover, R., Barrett, C. E., Esschert, K. L. V., Collier, S. A., & Williams, A. G. G. (2020). Hand washing and disinfection precautions taken by U.S. adults to prevent corona virus disease 2019, spring 2020, *BMC Research Notes*, 13(1), <https://doi.org/10.1186/s13104-020-05398-3>
- Byrne, B. M. (1994). Burnout: Testing for the validity, replication, and invariance of the causal structure across elementary, intermediate, and secondary teachers. *American Educational Research Journal*, 31(3), 645–673. <https://doi.org/10.3102/00028312031003645>
- Călin, M. F., Tasește, T., & Seucea, A. (2022). The effects of burnout on the professional activity of teachers. *Technium Social Sciences Journal*, 34, 430–440. <https://doi.org/10.47577/tssj.v34i1.7156>
- Chen, S. (2023). Modeling the effect of loving pedagogy dispositions and teacher self-efficacy on teacher burnout. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1157324>
- Chingos, M. M., & Peterson, P. E. (2011). It's easier to pick a good teacher than to train one: Familiar and new results on the correlates of teacher effectiveness. *Economics of Education Review*, 30(3), 449-465.
- Chirico, F., & Magnavita, N. (2020). The crucial role of occupational health surveillance for health-care workers during the COVID-19 pandemic. *Workplace Health & Safety*, 68(5), 216-217.
- Clotfelter, C. T., Ladd, H. F., & Vigdor, J. L. (2007). Teacher credentials and student achievement: Longitudinal analysis with student fixed effects. *Economics of Education Review*, 26(6), 673-682. <https://doi.org/10.1016/j.econedurev.2007.10.002>
- Cunningham, W. G. (1983). Teacher Burnout--Solutions for the 1980s. A Review of the Literature. *The Urban Review*, 15(1), 37–51. <https://doi.org/10.1007/BF01112341>
- Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8(1), 1-44.
- Dictionary of Education (2005). *New Delhi: Chaman Enterprises*. Darya Ganj.
- Dunkin, M. (1997). Assessing Teachers' Effectiveness. *Issues in Educational Research*, 7(1), 37-51.
- Emer, T. L. (1987). The development of an instrument to measure teacher effectiveness. *Journal of Educational Psychology*, 79(4), 479-485.
- Farber, B. A. (1991). *Crisis in education: Stress and burnout in the American teacher*. San Francisco: Jossey-Bass. <http://archive.org/details/crisisineducatio0000farb>

- Francisco, C. S., Tupaz, G. B., & Astilla, M. T. B. (2024). Teacher Burnout: The Lived Experiences of Teachers with Ancillary Tasks in a National High School in Leyte. *American Journal of Multidisciplinary Research and Innovation*. <https://doi.org/10.54536/ajmri.v3i4.3380>
- García-Carmona, M., Marín, M. D., & Aguayo, R. (2019). Burnout syndrome in secondary school teachers: a systematic review and meta-analysis. *Social Psychology of Education*, 22(1), 189–208. <https://doi.org/10.1007/S11218-018-9471-9>
- Ghanizadeh, A., & Jahedizadeh, S. (2015). Teacher Burnout: A Review of Sources and Ramifications. *British Journal of Education, Society & Behavioural Science*, 6(1), 24–39. <https://doi.org/10.9734/BJESBS/2015/15162>
- Gorain, S., & Kalhotra, S. (2024). *Does Teacher Burnout and Academic Stress Influence Teacher Effectiveness – A Systematic Review*. <https://doi.org/10.59653/jemls.v2i02.782>
- Graham, L., White, S, Cologon, K, Pianta, R, C. (2020) Do teachers' years of experience make a difference in the quality of teaching? *Teaching and Teacher Education*, 96 (1), 1-10 <https://doi.org/10.1016/j.tate.2020.103190>
- Grissmer, D., Kirby, S. N., Berends, M., & Williamson, S. (2000). *Student achievement and the changing American family*. School of Education, Stanford University.
- Hargreaves, A. (2000). Mixed emotions: Teachers perceptions of their interactions with students. *Teaching and Teacher Education*, 16(8), 811-826.
- Hattie, F.I. (2002). The myth of the Texas miracle in education. *Education Policy Analysis*, 8(41), 76-91.
- Kini, T., & Podolsky, A. (2016). Does teaching experience increase teacher effectiveness? A review of the research. *Educational Policy Analysis Archives*, 24(21), 1-33.
- Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of Educational Psychology*, 102(3), 741-756.
- Lee, J. (2018). The effects of teacher qualifications on student achievement: Evidence from a regression discontinuity design using census data. *Economics of Education Review*, 62(1), 162-176. <https://doi.org/10.1016/j.econedurev.2018.04.002>
- Maslach, C., & Jackson, S, E. (1981). The measurement of experienced burnout. *Journal of Occupational Behavior*, 2(2), 99–113. <https://doi.org/10.1002/job.4030020205>
- Maslach, C., & Jackson, S. E. (1986). *Maslach burnout inventory manual* (2nd ed.). Palo Alto, CA: Consulting Psychologists Press.
- Misra, S., & Sharma, D. R. K. (2022). *Correlation Between Teacher Burnout and Teacher Effectiveness among Secondary School Teachers at Private Schools*. 10(1).
- Milatz, A., Lüftenegger, M., Schmitz, B., & Klug, J. (2015). The interplay of perceived stress, self-determination and school engagement in adolescence. *Anxiety, Stress, & Coping*, 28(3), 321-337.
- Murturi, D. (2024). The relationship between teachers' emotional intelligence on job burnout and teaching effectiveness. *International Journal of Management Studies and Social Science Research*, 06(04), 304–311. <https://doi.org/10.56293/ijmsssr.2024.5130>

## ***Assessing Teacher Burnout, Qualifications and Experience on Teacher Effectiveness in Secondary Schools***

- Oboegbuelem, A. I. (2013). Toward Alleviation of Teacher - Burnout: Implications for Effective Teacher Productivity in the New Millennium. *Research on Humanities and Social Sciences*, 3(10), 38–41. <https://www.iiste.org/Journals/index.php/RHSS/article/download/6930/7070>
- Paige, R. (2002). Meeting the highly qualified teachers' challenges. *The Secretary's Annual Report of Teacher Quality*, 65(7), 286-302.
- Pines, A., & Aronson, E. (1988). Causes and Cures. *The Free Press*.
- Podolsky, A., Kini, T., & Darling-Hammond, L. (2019). High school teacher characteristics and instructional quality: Evidence from panel data. *American Educational Research Journal*, 56(1), 1-33.
- Rice, L. I. (2004). Qualification issues and challenges. *Journal of Teachers*, 2(2), 83-110
- Rockoff, J. E. (2014). The impact of individual teachers on student achievement: Evidence from panel data. *American Economic Review*, 94(2), 247-254.
- Sanders, W. L., & Rivers, J. C. (1996). *Cumulative and residual effects of teachers on future student academic achievement*. University of Tennessee, Value-Added Research and Assessment Center.
- Schaufeli, W. B., & Salanova, M. (2007). Efficacy or inefficacy, that's the question, Burnout and work engagement, and their relationships with efficacy beliefs, Anxiety, Stress, & Coping. *An International Journal*, 20(2), 177–196. <https://doi.org/10.1080/10615800008549268>
- Schwarzer, R., Schmitz, G. S., & Tang, C. (2001). Teacher burnout in Hong Kong and Germany: A cross-cultural validation of the Maslach burnout inventory. *Anxiety, Stress and Coping*, 13, 309–323. <https://doi.org/10.1080/10615800701217878>
- Skaalvik, S., & Skaalvik, E. M. (2021). Teacher burnout: relations between dimensions of burnout, perceived school context, job satisfaction and motivation for teaching: A longitudinal study. *Teachers and teaching*, 26(7), 602-616. <https://doi.org/10.1080/13540602.2021.1913404>
- Spilt, J. L., Koomen, H. M., & Thijs, J. T. (2011). Teacher wellbeing: The importance of teacher-student relationships. *Educational Psychology Review*, 23(4), 457-477.
- Stuhlman, M. W., & Pianta, R. C. (2009). Profiles of educational quality in first grade teachers. *The Elementary School Journal*, 109(4), 323-342.
- Sutarso, T., Sen, S., & Hildebrandt, L. (1996). Effects of attribute frames on cognitive processing and evaluation. *Organizational Behavior and Human Decision Processes*, 68(3), 225-243.
- Ufonabasi, R., & Friday, R. (2014). Teacher Qualification and Experience as Determinants of Quality Chemistry Education in Nigeria. *Journal of Education and Practice*.
- Woolsey, T. (2006). Teachers' stress during a school year. *Journal of Occupational Psychology*, 6(2), 106-121
- Young, T. O. (2002). Qualifications: A myth or reality? Effectiveness perspective. *New York: Young Publishers Inc*

- Zeng, H., & Shiquan, G. (2024). A Review of Research on Elementary and Middle School Teacher Burnout. *Journal of Human Resource Development*. <https://doi.org/10.23977/jhrd.2024.060106>
- Zeng, Y., Liu, Y., & Peng, J.-E. (2024). *Noticing the unnoticed: Teacher self-efficacy as a mediator between school context and teacher burnout in developing regions*. <https://doi.org/10.1016/j.psicoe.2024.02.002>