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## **Does Teacher Burnout and Academic Stress Influence Teacher Effectiveness – A Systematic Review**

**Shishupal Gorain<sup>1\*</sup>, Satish Kumar Kalhotra<sup>2</sup>**

Research Scholar, Department of Education, Rajiv Gandhi University, Arunachal Pradesh, India<sup>1</sup>

Professor, Department of Education, Rajiv Gandhi University, Arunachal Pradesh, India<sup>2</sup>

Corresponding Email: [shishupal.gorain@rgu.ac.in](mailto:shishupal.gorain@rgu.ac.in)\*

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### **Abstract**

The current study aims to investigate whether teacher burnout and academic stress hinder the effectiveness of secondary school teachers. To identify the research gap, a systematic review of pertinent literature concerning teacher effectiveness and related variables, including demographic factors, was conducted. The following steps were undertaken: Initially, literature was searched across various platforms such as Google, libraries, and books, resulting in the retrieval of 30 survey research papers from diverse journals. Subsequently, these studies were systematically analyzed and discussed, with findings summarized in a table spanning pages 2 and 3. The systematic review adhered to specific steps to survey the related literature. Firstly, during the planning stage, clear "inclusion and exclusion criteria" were established to systematically identify relevant literature. Secondly, in the review stage, a comprehensive "Summary of the Findings" was meticulously analyzed and discussed following the recording of identified studies in a "Systematic Review Table."

**Keywords:** Teacher Effectiveness, Teacher Burnout, Academic Stress, Gender, Location

### **Introduction**

Education cultivates academic wisdom, virtuous expression freedom, and judicious perception in people. The harmonious and gradual development of a kid is education's ultimate goal. Teaching is the process of educating someone or assisting someone in learning something by supplying the necessary information. Indian Education commission (1964-66) has pertinently remarked that teacher is the most important factor to influence the quality of education.

The success of the educational programme rests on the shoulders of the teacher, who occupies the crucial position in the educational establishment. Only an excellent teacher can

handle the increasing demands and difficulties of the postmodernist environment. A good teacher can adapt to the rapidly changing socioeconomic, cultural, and economic trends. An effective teacher is one who aids in the enhancement of students' fundamental abilities, comprehension, appropriate propensities, attractive demeanors, respect judgment and sufficient individual change. Effectiveness of individual classroom teacher is the single largest factor affecting academic growth of the students (Ferguson, 1991; Goldhaber, 2007; Kennedy, 2010). An effective teacher is one who sets up the classroom so that students feel actively engaged, provides feedback on what constitutes good work, supports students' learning and confidence, generates interest in the material being taught, and imparts knowledge in a practical way. Effectiveness of teacher means perfection or the optimum level of efficiency and productivity on the part of the teacher (Preetinder, K, & Sushma, S. 2015).

## **Literature Review**

### **Teacher Effectiveness and Teaching-learning Process:**

The primary responsibility of a teacher is to teach, and effective teaching is a prerequisite for developing successful teachers. The primary responsibility of a teacher is to foster an environment that inspires kids to study more and more (Mohanta, B. 2017). Effective instruction meets the demands of the students with respect to the academic disciplines of the teachers, i.e., their subjects of teaching. The effectiveness of teachers and teaching are most significant in determining the learning of students (Ferguson, 1991; Ingersoll, 2004; Sanders, 1998). Effective teaching that is effective does not take its impact on pupils for granted. It considers the connection between teaching and learning to be problematic, ambiguous, and relative. Good teaching is flexible; it continually seeks to understand how instruction affects student learning and adapts the curriculum in light of the data gathered (Ramsden, 1992; Weimer, 2009).

### **Relation of the teacher effectiveness, stress and burnout:**

Stress is a typical aspect of our lives, especially as development picks up speed. The word "work" is often used to refer to all different types of employment. The definition of stress is given by the Oxford Dictionary as "a state of affairs involving demand on physical or mental energy." In medical parlance, "stress" is defined as a perturbation of the body's homeostasis (Jeyaraj, S, S. 2013). A teacher's crisis could be triggered by the substantial workplace risk of teacher stress. Numerous studies conducted recently on teachers' stress levels in the classroom have found that they are disproportionately stressed out (Adeyemo, D, A, & Ogunyemi, B, 2005; & Borg, M, D. 1990).

Burnout is a generic term for a state of severe and protracted stress-related emotional, mental, and physical exhaustion. (Umender, M. 2019). Maslach. (1984). has defined burnout is the inability to care about the people one is closely connected to. Burnout is characterized as a state of diminished self-actualization, depersonalization, and emotional weariness. According to linked research studies, most teachers experience burnout at some point throughout their teaching careers (Cheek, et al. 2003; Dorman. 2003).

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### **Methodology**

The investigator conducted a systematic review search based on teacher effectiveness for the current systematic study. The literature was searched using popular search phrases like "teacher effectiveness," teacher burnout, professional stress, and academic stress with the help of Google. Literature was being downloaded from various reputed journals like Scopes, Sage, Springer, and different citation databases.

Only descriptive survey-type research papers were chosen for this study, which looked at published articles from the years 2000 to 2022. Researchers from Indian countries contributed the majority of the studies gathered for this systematic review (75%), while 25% of the studies that were chosen were from North and South America, Asia, and Africa. Different demographical variables wise research papers were downloaded for knowing actual relationship on their teaching profession.

According to the contribution it made to the chosen literature in the chosen studies, India occupied the highest position among all of the nations in the world. The contributions of the demographically variable wise in these 30 studies, the demographic variables were (40%) Gender, (22%) Location, (38%) Teaching Experience, (18%) Stream, (10%), Qualification, and (10%) Marital Status. However, notably no other demographic variable were found from this 30 selected studies.

**Table no -1:** Shown the significant and in significant studies on demographical variable:

<b>Categorical variables</b>	<b>Selected Studies in significant</b>	<b>Selected Studies Not significant</b>
<b>Gender</b>	Kaur, 2012; Bhat, 2017; Ritu & Sing, 2015; Shweta, 2013; Ahmet, Yunus., & Ismail, 2014	Preetindar, & Sushmi, 2015; Rajlakshmi, 2017; Usha, 2013; Adewale & Peter, 2019; Sian & Donna, 2019; Umasankar & Pranab, 2016; Wilayat et al. 2021).
<b>Location</b>	Aruna & Kaur, 2012; Parul, Shweta, 2013; Ritu & Sing, 2015; Mohanta, 2017	Umasankar & Pranab, 2016; Jeyaraj, 2013; Zakkula & Vijaya, 2022
<b>Teaching experience</b>	Preetindar, & Sushmi, 2015; Shweta, 2013; Shivangi,	Rajlakshmi, 2017; Rasmirekha, 2020; A dien 2018; Mohanta 2017; Ahmet 2014; Umasankar & Pranab, 2016; Shehla & Rashid, 2021, Kesang & Lama, 2017
<b>Stream</b>	Aruna; Kaur, 2012; Mohanta 2017; Shivangi 2018	Bhat, 2017; Umasankar & Pranab, 2016
<b>Qualification</b>	Shweta, 2013	Umasankar & Pranab, 2016; Rasmirekha, 2020;

## **Results and Discussion**

Teachers, whether male or female, are in charge of interpreting the curriculum in a way that each student should understand and implement in order to modify their behavior and perform better academically. Maslach. (1984), has defined burnout as the failure of concern for the individuals with whom one is associated closely. Burnout is characterized as a state of diminished self-actualization, depersonalization, and emotional weariness.

### **Research studies based on gender of the teacher effectiveness:**

Nonetheless, gender had an impact on teacher effectiveness in 40% of the studies. However, the findings from the investigations were extremely discordant and unclear. Out of 40% of the studies (Gender), 19% found that there is a significant difference in effectiveness between male and female teachers and Kaur, 2012; Bhat, 2017; Ritu & Sing, 2015, found that female teachers are more effective than male teachers. (8%) studies found male teachers to be significantly more effective than their female counterparts (Shweta, 2013; Ahmet et al., 2014). Some studies also discovered no significant differences in teacher effectiveness (23.16% studies) between male and female teachers (Preetindar & Sushmi, 2015; Rajlakshmi, 2017; Usha, 2013; Adewale & Peter, 2019; Sian & Donna, 2019; Umasankar & Pranab, 2016; Wilayat et al. 2021).

### **Research studies based on location of the teachers:**

More than 24% of the studies found the categorical variable of location to be effective. Based on these investigations, 13% of the studies have demonstrated a very substantial relationship between rural and urban teachers (Aruna & Kaur, 2012; Parul & Shweta, 2013; Ritu & Sing, 2015; Mohanta, 2017). Umasankar & Pranab, 2016; Jeyaraj, 2013; Zakkula & Vijaya, 2022) have shown no significant difference in the effectiveness of secondary school teachers.

### **Research studies based on Teacher Effectiveness and teaching related characteristics:**

According to the results of the studies that were chosen, researchers around the globe were not particularly interested in examining the connection between teaching-related traits and teacher effectiveness (see Table 2). Although, of those, three (10%) of the chosen studies looked into how teaching experience affected teachers' effectiveness (Preetindar & Sushmi, 2015; Shweta, 2013; Shivangi, 2018). There was no significant difference in teaching experience found in 28 percent of studies (Rajlakshmi, 2017; Rasmirekha, 2020; A dien, 2018; Mohanta, 2017; Ahmet, 2014; Umasankar & Pranab, 2016; Shehla & Rashid, 2021; Kesang & Lama, 2017).

### **Research studies based on stream of the teacher effectiveness:**

There was approximately 16.4% of research that focused on the differences in teachers' effectiveness according to their stream (e.g., arts, science, and commerce). Aruna & Kaur. (2012)., Mohanta, (2017)., Shivangi, (2018), discovered a statistically significant difference in

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teacher effectiveness. Bhat, (2017),. Umasankar & Pranab,. (2016), found that arts and commerce educators generally were less effective than science educators.

### **Research studies based on qualification of the teacher effectiveness:**

Shweta. (2013). examined the effectiveness of teacher qualifications to gauge the effect of such qualifications on teacher effectiveness was conducted. These studies, according to Umasankar and Pranab (2016) & Rasmirekha (2000), had no significant relationship on the qualification of teacher experience. According to Umasankar and Pranab (2016), teachers with more than 15 years of experience are more effective than those with less than 15 years of experience.

### **Research studies based on Teacher Effectiveness and marital status related characteristics:**

More than 10% of research showed that marital status had an impact on teacher effectiveness (Shweta, 2013; Umasankar & Pranab, 2016; Rasmirekha, 2020). From the chosen literature, no research was found that looked into the effectiveness of married status.

### **Research based relation among Teacher Effectiveness and their burnout and professional stresses:**

In the selected literature, the types of effectiveness-related factors employed by renowned academics in countries around the world, including India, to explore the nature of teacher effectiveness showed significant diversity (see Table 2). Researchers have been shown to be more interested in looking into how teacher effectiveness relates to some person-related factors, including burnout, and academic stress. There is a significant relationship between teacher effectiveness and other similar variables like teacher burnout and professional stresses in about six selected studies (out of 15 correlation studies) (Marami, 2013; Ahmet et al. 2014; Apeh, et al. 2020; Periasamy, & Prabhu 2021; Shabha 2020; & Umendar, 2019). There was no significant relationship between these variables in 24% of the studies (Preetinder and Sushmi, 2015; Priyanka, 2021; Usha, 2013; Deepa and Amit, 2016; Auslien and Velmurugan, 2018; Leandro and Frances, 2019; Muhammad, Samee, and Muhammad, 2021; Muiga et al. 2015; & Raju, 2021).

## **Conclusion**

According to the findings, teacher burnout and other types of stress have an impact on their effectiveness in the classroom. Approximately half of the studies' findings revealed a significant link between teacher burnout and teacher effectiveness. Female teachers are less effective than male teachers, as are teachers with less experience. Science-stream teachers are more effective than arts and commerce stream teachers. Overall, the findings of the present study emphasize the relationship between teacher effectiveness and teacher burnout in the teaching profession that makes a difference in prospective instructors' ability to teach effectively. The findings of the study on the impact of demographic variables on teacher effectiveness showed that these variables had a variety of effects on potential teachers.

**Limitation of the study**

- a. For this study, only descriptive research papers were chosen.
- b. There were only 30 studies selected for this research.
- c. In this study, only Gender, location, teaching experience, stream, qualification, and marital status were selected.

**Appendix:**

**Table no – 2: Indian Literatures:**

<b>Authors (Year)</b>	<b>Title of the study</b>	<b>Journal Name</b>	<b>Sample</b>	<b>Result</b>
Borka. A, U. (2013)	A study of teacher effectiveness of secondary school teachers in relation to teacher stress	International Journal of Humanities and Social Science Invention	1000	The less effective teachers are under a higher level of stress than the highly effective teachers and teacher Stress is negatively correlated with teacher effectiveness.
Jeyaraj (2013)	Occupational stress among the teachers of the higher secondary schools in Madurai district, Tamil Nadu	Journal of Business and Management	185	There is a meaningful difference in the stress level points of government and aided higher secondary teachers.
Kundi (2016)	Study of teacher effectiveness in relation to emotional intelligence among secondary school teachers	Scholarly Research Journal for Humanity Science & English Language	160	There is significant relationship between Teacher effectiveness and emotional intelligence of secondary school teachers.
Suraiya (2020)	Teacher morale and occupational stress as the predictors of teacher effectiveness of	Journal of Egypt/ Egyptology	352	A significant positive correlation between teacher morale and teacher effectiveness whereas and there exists a significant negative correlation between

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	secondary school teachers			occupational stress and teacher effectiveness.
Priyanka (2020)	A correlative study of teacher's effectiveness in relation to mental health and stress	Educational Resurgence Journal	104	Teacher stress is negatively correlated with the teacher effectiveness, as the stress among teachers increases as their teaching effectiveness decreases.
Goswami, M. (2013)	Study of burnout of secondary school teachers in relation to their job satisfaction	Journal Of Humanities And Social Science	300	The job burnout of teachers leads to the decrease of job satisfaction and demographic variables age and area of work place affect job burnout. but sex was not found to be a factor of job burnout.
Preetleda, K. & Unshmi, S. (2015)	Teacher effectiveness in relation to occupational stress, teaching experience and gender	GHG Journal of Sixth Thought	250	There is no significant effect of occupational stress, teaching experience and gender on teacher effectiveness.
Harpreet, K (2015)	A study of teacher effectiveness in relation to occupational stress and Life satisfaction among teacher educators	International Journal Advances in Social Science and Humanities	650	Over all variables shave low job satisfaction.
Deepa S, & Amit K (2016)	Relationship of teacher effectiveness, teacher stress and teacher commitment with different dimensions of creative management	Scholarly Research Journal for Humanity Science & English Language.	450	No significant relationship in the teacher effectiveness and creative management and also no significant relationship in the teacher commitment and creative management.

Shweta, T. (2013)	A study of teaching effectiveness of secondary school teachers in relation to their demographic characteristics	International Journal of Engineering and Innovative Technology	100	Demographic characteristics (social background, marital status, school teaching experience, teaching subjects and qualification) of secondary school teachers were influenced on different dimensions.
AsmirekhA, S. (2020)	Teacher effectiveness of history teachers at secondary level in relation to gender, experience & qualification in Odisha	Academy of Social Science Journal	100	Male history teachers are significantly better than the female teachers & teaching experience does not have significant influence on teacher effectiveness or (MA & M.Ed) have significantly better teacher effectiveness than teachers with low qualification.
Raj, L, B. (2017)	A study of teaching effectiveness of prospective teachers in relation to stream and gender	Amity International Journal of Teacher Education	200	No significant effect of gender on teaching effectiveness of the pupil-teachers. It was found that effect of stream on teaching effectiveness of pupil-teacher was significant.
Sarala. R & Poornima. D (2017)	A study of the teacher effectiveness of Senior secondary school teachers in relation to gender, teaching experience and types of school	International Journal Informative & Futuristive Research	200	No significant difference on gender, types of school and teaching experiences.
Aruna. C (2016)	A study of teacher effectiveness in relation to gender,	International Journal of Advanced	96	There is no difference in the teacher effectiveness of male school teachers



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	locale and academic stream	Research in Education & Technology		and female school teachers and significant difference in teacher effectiveness is found between teachers in relation to locale, class handled and academic streams.
Shivangi, N. (2015)	A study of teacher effectiveness of secondary school teachers in relation to their service stream and caste category	Faculty of Education, Teerthanker Mahaveer University	200	No significant difference between teaching effectiveness of secondary school general category and reserved category teachers. Significant differences were also not found between of general category secondary school teachers with science and humanities as their service streams.
Umasankar. D & Pranab. B (2015)	Teaching Effectiveness of Secondary School Teachers in the District of Purba Medinipur, West Bengal	Journal Of Humanities And Social Science	200	Here is significant difference among the secondary school teachers regarding their level of teaching effectiveness on the basis of school location.
Sian, L. & Donna, L. (2019)	A study on the effectiveness of secondary school teachers in Mizoram	International Journal of science and technology	186	No significant difference in their effectiveness level with reference to their gender, educational qualification, stage in which they are teaching.
Meena, K. & Dinesh, C. (2017)	A study of teacher effectiveness of secondary school teachers in Sirsa district of Haryana	International Journal of Multi-disciplinary Research and Development	100	The teacher effectiveness teachers, gender and locality does not have any significant role and teachers having more than ten years of experience are highly effective as compared to

				those having less than 10 years of experience.
Ritu & Sing, A. (2012)	Teaching effectiveness of secondary school teachers in relation to their demographic variables	International Journal of innovative research and development	128	There existed no significant difference in teacher effectiveness on gender, type of school and locality.
Kesang, D., & Lama, Z. 2017	A teaching effectiveness of secondary school teacher in Tawang	International education and research	200	There is no significant difference in the teaching effectiveness of trained and untrained female secondary school teachers of Tawang district.
Mohanta, B. (2017)	A study on teacher effectiveness of secondary school teachers in relation to gender, location and academic stream	International education and research	100	The male school teachers and female school teachers do not differ significantly and there is a significant difference in with respect to locality and academic stream.

**Table no – 3:** Other Country Literatures:

<b>Authors (Year)</b>	<b>Title of the study</b>	<b>Journal Name</b>	<b>Sample</b>	<b>Result</b>
Savas. et al. (2017)	Relationship between teacher self efficacy and burnout	European Journal of educational Research	165	There was significant, medium and negative correlation between teacher self efficacy and burnout levels.
Adewale, O, Saka. (2019)	Teacher effectiveness of some selected secondary schools' science, technology, engineering and mathematics Subjects:	Journal of Education in Black Sea Region	50	No significant gender difference in teacher effectiveness of the selected subjects' teachers.

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	implication for sustainable development using science education			
Parul, V. (2019)	Prospective teachers' effectiveness in relation to their hardiness	International Journal of Education and Psychological Research	200	There is no significant difference of prospective teachers with respect of locale and positive correlation between teacher effectiveness and hardiness.
Wilayat et al. (2021)	A descriptive study of teacher effectiveness: analysis of male and female subject specialist teachers of Khyber Pakhtunkhwa, Pakistan	Ilkogretim Online - Elementary Education Online	141	Male and female teachers prepared themselves for teaching, possessed knowledge of the subject matter and managed their classrooms.
Constance et al. (2021)	Demographic factors and teachers' effectiveness among secondary school teachers in Calabar education zone cross river state, Nigeria	Global Journal of Educational Research	328	Teachers' age and gender significantly influence teaching effectiveness.
Kabiru. M, B. (2012)	Assessing increased teachers effectiveness in secondary school classrooms in Adamawa state of Nigeria	Multidisciplinary Journal of Empirical Research	320	Teacher's effectiveness has increased in classroom management in the schools. Recommendations on how to increase teachers' effectiveness were offered.
Agharuwe, A, A., & Nkechi. M, U.	Teachers effectiveness and students' academic performance in	Studies home and Community Science	979	The results showed that effective teachers produced better performing students

(2021)	public secondary schools in Delta State, Nigeria			and differences in students' performance were statistically not significant.
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