



Intersecta Minds Journal
Social Science and Management Science
ISSN: 3056-929X (Online)
Pacific Institute of Management Science
222/2 M.1 Phaholyothin Rd., Bantam, Mueang Phayao 56000
Phone +66(0)54 887-188, www.ipacific.ac.th

Teachers' Emotional and Teacher Burnout Affects Learning Environment Perspectives

Author & Corresponding Author*

1. Phrakhruvinaithorn Wutthichai Chayawuddho Pettongma*

Affiliation:

1. Faculty of Education, Mahamakut Buddhist University, Srithammasokkarat Campus, Thailand.

1. Email: wattchai.pet@mbu.ac.th

Article history:

Received: 02/04/2023

Revised: 13/07/2023

Accepted: 25/08/2024

Available online: 01/09/2023

How to Cite:

Pettongma, P. W. C. (2023). Teachers' Emotional and Teacher Burnout Affects Learning Environment Perspectives. *Intersecta Minds Journal*, 2(3), 11-18.



INTERSECTA MINDS JOURNAL
SOCIAL SCIENCE AND MANAGEMENT SCIENCE

<https://so13.tci-thaijo.org/index.php/IMJ/index> | ISSN: 3056-929X (Online)

PACIFIC INSTITUTE OF MANAGEMENT SCIENCE

222/2 M.1 Phaholyothin Rd., Bantom, Mueang Phayao 56000 Phone +66(0)54 887-188, www.ipacific.ac.th



Academic Review Articles

Teachers' Emotional and Teacher Burnout Affects Learning Environment Perspectives

Phrakhruvinaithorn Wutthichai Chayawuddho Pettongma^{1*}

Abstract

Teachers' emotional well-being and burnout are critical factors that influence the learning environment and educational outcomes. This study explores the relationship between teachers' emotional experiences, burnout levels, and their perceptions of the learning environment. Understanding how teachers' emotional states and burnout affect their perspectives on the learning environment is essential for improving educational practices and student outcomes. The analysis of qualitative data reveals the nuanced ways in which teachers' emotional experiences, such as stress, job satisfaction, and emotional exhaustion, impact their perceptions of the learning environment. The findings of this study contribute to the existing literature by providing insights into the complex interplay between teachers' emotional well-being, burnout, and their perspectives on the learning environment. Practical implications for educational institutions include the development of supportive policies and interventions to promote teachers' emotional health and create conducive learning environments. By prioritizing teachers' well-being, educational stakeholders can enhance the quality of teaching and learning experiences, ultimately benefiting students' academic achievement and socio-emotional development.

Keywords: Teachers' Emotional; Teacher Burnout; Learning Environment; Perspectives

Introduction

Teachers play a critical role in shaping the learning environment and fostering students' academic and socio-emotional development (Riley, 2018). However, the well-being of teachers, particularly their emotional health and experiences of burnout, significantly impact their effectiveness in the classroom (Hakanen et al., 2006). The emotional well-being of teachers influences their perceptions, attitudes, and interactions within the learning environment (Bettencourt et al., 2004). Moreover, teacher burnout, characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment, can negatively affect teacher-student relationships and instructional quality (Maslach et al., 2001).

Understanding the complex interplay between teachers' emotional well-being, burnout, and their perspectives on the learning environment is essential for enhancing educational practices and outcomes (Skaalvik & Skaalvik, 2018). Research suggests that teachers' emotional experiences influence their instructional practices, classroom management strategies, and student engagement (Brackett et al., 2010). Additionally, burnout among teachers has been linked to decreased job satisfaction, increased absenteeism, and reduced effectiveness in meeting students' diverse needs (Van Droogenbroeck et al., 2014).

This study contributes to the existing literature by providing insights into the relationship between teachers' emotional well-being, burnout, and their perspectives on the learning environment. By exploring how teachers' emotional experiences and burnout levels shape their perceptions of the classroom climate, instructional practices, and student interactions, this research offers valuable implications for educational institutions (Skaalvik & Skaalvik, 2017). Practical implications include the development of supportive policies and interventions aimed at promoting teachers' emotional health and creating conducive learning environments (Kyriacou, 2001). By prioritizing teachers' well-being and addressing factors contributing to burnout, educational stakeholders can enhance the quality of teaching and learning experiences, ultimately benefiting students' academic achievement and socio-emotional development (Noddings, 2012).

In summary, this study seeks to shed light on the intricate relationship between teachers' emotional well-being, burnout, and their perspectives on the learning environment. By identifying factors influencing teachers' experiences and perceptions, educational institutions can implement targeted strategies to support teacher well-being and foster positive learning environments conducive to student success.

Objective

The objective is to explore and synthesize existing research on the complex interplay between teachers' emotional well-being, burnout, and their perspectives on the learning environment.

Teachers' Emotional Well-Being

Teachers play a pivotal role in shaping the future by educating and nurturing the next generation. However, the demands of the profession often overshadow the importance of teachers' emotional well-being. This essay delves into the significance of teachers' emotional well-being, its determinants, and its impact on both educators and students. The emotional well-being of teachers encompasses their mental and emotional health, including their ability to manage stress, cope with challenges, and maintain a positive outlook. Teachers who are emotionally well-adjusted are better equipped to handle the demands of teaching, form meaningful connections with students, and create a supportive learning environment (Day et al., 2006).

Research has shown that teachers' emotional well-being is closely linked to their job satisfaction and effectiveness in the classroom. When teachers feel fulfilled and supported, they are more likely to be engaged in their work, provide high-quality instruction, and foster positive relationships with students (Skaalvik & Skaalvik, 2018). However, the teaching profession is fraught with stressors that can impact teachers' emotional well-being. Factors such as heavy workloads, administrative pressures, student behavior issues, and lack of resources contribute to stress and burnout among teachers (Hakanen et al., 2006). Moreover, the emotional labor involved in teaching, such as managing conflicts, regulating emotions, and providing emotional support to students, can take a toll on teachers' mental and emotional health (Jennings & Greenberg, 2009).

Addressing teachers' emotional well-being requires a multifaceted approach that involves both individual and systemic interventions. At the individual level, teachers can benefit from strategies for self-care and stress management, such as mindfulness practices, exercise, and seeking support from colleagues and mental health professionals (Jennings & Greenberg, 2009). Schools and educational institutions also play a crucial role in supporting teachers' emotional well-being. By fostering a positive school culture, providing resources for professional development and emotional support, and implementing policies that prioritize teacher well-being, schools can create an environment where teachers feel valued, supported, and empowered (Skaalvik & Skaalvik, 2018). Moreover, promoting a culture of collaboration, collegiality, and mutual support among staff can enhance teachers' emotional well-being and job satisfaction (Day et al., 2006).

In conclusion, teachers' emotional well-being is a critical factor that influences their effectiveness in the classroom and their overall job satisfaction. By prioritizing teachers' emotional health and providing support at both the individual and organizational levels, we can create a more positive and nurturing learning environment that benefits both educators and students.

Teacher Burnout and the Learning Environment

Teacher burnout is a pervasive issue in education that can significantly impact the learning environment and student outcomes. This essay examines the concept of teacher burnout, its causes, manifestations, and effects on the learning environment, along with potential strategies for prevention and intervention. Teacher burnout is characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach et al., 2001). It results from prolonged exposure to stressors in the teaching profession, such as heavy workloads, challenging student behavior, lack of administrative support, and feelings of professional ineffectiveness (Hakanen et al., 2006).

The manifestations of teacher burnout can have profound implications for the learning environment. Emotionally exhausted teachers may struggle to engage with students effectively, leading to decreased motivation and academic achievement (Skaalvik & Skaalvik, 2018). Depersonalization may result in strained teacher-student relationships, reduced empathy, and increased disciplinary issues (Van Droogenbroeck et al., 2014). Furthermore, feelings of reduced personal accomplishment can undermine teachers' confidence and sense

of efficacy, impacting their ability to meet the diverse needs of their students (Day et al., 2006). The negative effects of teacher burnout extend beyond individual classrooms to the broader school environment. Schools with high levels of teacher burnout may experience lower morale, decreased collaboration among staff, and higher rates of teacher turnover (Skaalvik & Skaalvik, 2018). This can create a culture of instability and disengagement that undermines the overall quality of education provided to students.

Addressing teacher burnout requires a multifaceted approach that addresses both individual and systemic factors. At the individual level, teachers can benefit from strategies for self-care and stress management, such as mindfulness practices, exercise, and seeking support from colleagues and mental health professionals (Jennings & Greenberg, 2009). Schools and educational institutions also play a crucial role in supporting teachers' well-being. By fostering a positive school culture, providing resources for professional development and emotional support, and implementing policies that prioritize teacher well-being, schools can create an environment where teachers feel valued, supported, and empowered (Skaalvik & Skaalvik, 2018). Moreover, promoting a culture of collaboration, collegiality, and mutual support among staff can enhance teachers' emotional well-being and job satisfaction (Day et al., 2006). Teacher burnout is a multifaceted issue with significant implications for the learning environment and student outcomes. This analysis examines the key factors contributing to teacher burnout and its impact on the learning environment, drawing insights from existing literature to elucidate the complex relationship between these factors.

One of the primary factors contributing to teacher burnout is the demanding nature of the teaching profession. Teachers often face heavy workloads, administrative pressures, and challenging student behavior, which can lead to feelings of emotional exhaustion and overwhelm (Hakanen et al., 2006). Moreover, the emotional labor involved in teaching, such as managing conflicts and providing emotional support to students, can further contribute to burnout (Jennings & Greenberg, 2009). The manifestations of teacher burnout can have profound effects on the learning environment. Emotionally exhausted teachers may struggle to engage with students effectively, resulting in decreased motivation and academic achievement (Skaalvik & Skaalvik, 2018). Furthermore, depersonalization and reduced personal accomplishment can impact teacher-student relationships, leading to increased disciplinary issues and decreased student engagement (Van Droogenbroeck et al., 2014).

Moreover, the negative effects of teacher burnout extend beyond individual classrooms to the broader school environment. Schools with high levels of teacher burnout may experience lower morale, decreased collaboration among staff, and higher rates of teacher turnover (Skaalvik & Skaalvik, 2018). This can create a culture of instability and disengagement that undermines the overall quality of education provided to students. Addressing teacher burnout requires a comprehensive approach that encompasses both individual and systemic interventions. At the individual level, teachers can benefit from strategies for self-care and stress management, such as mindfulness practices and seeking support from colleagues and mental health professionals (Jennings & Greenberg, 2009). Schools and educational institutions also play a crucial role in supporting teachers' well-being by fostering a positive school culture, providing resources for professional development and

emotional support, and implementing policies that prioritize teacher well-being (Skaalvik & Skaalvik, 2018).

In conclusion, teacher burnout is a complex issue with far-reaching implications for the learning environment and student outcomes. By addressing the underlying causes of burnout and implementing strategies to support teacher well-being, schools can create a more positive and nurturing environment that benefits both educators and students. Teacher burnout is a significant issue that can have far-reaching consequences for the learning environment and student outcomes. By addressing the causes and manifestations of burnout and implementing strategies to support teacher well-being, schools can create a more positive and nurturing environment that benefits both educators and students.

Conclusion

Conclusion, the emotional well-being of teachers and the presence of burnout significantly influence the learning environment and student outcomes. This essay has highlighted the intricate relationship between teachers' emotional health, burnout, and the quality of the learning environment. Teachers who are emotionally well-adjusted and supported are better equipped to create positive, nurturing classroom environments, fostering strong teacher-student relationships and enhancing student engagement and achievement. Conversely, teachers experiencing burnout may struggle to connect with students, manage classroom dynamics effectively, and provide the necessary support and guidance for student success.

Addressing teachers' emotional well-being and burnout requires a multifaceted approach that encompasses both individual and systemic interventions. Providing teachers with resources for self-care, stress management, and professional development, as well as fostering a supportive school culture and implementing policies that prioritize teacher well-being, are essential steps in creating a positive learning environment. By prioritizing teachers' emotional health and well-being, educational stakeholders can create conducive learning environments that promote student success, well-being, and overall academic achievement. Investing in strategies to support teachers' emotional well-being not only benefits educators but also has far-reaching implications for the quality of education provided to students and the overall success of educational institutions. In essence, teachers' emotional well-being and burnout are critical factors that shape the teaching-learning process and the overall educational experience. By recognizing the importance of these factors and implementing strategies to support teacher well-being, we can create a more positive and effective learning environment for all stakeholders involved.

Suggestions

Suggestions for Implementation

1. To effectively address teacher emotional well-being and reduce burnout, the following measures are recommended:

2. Professional Development Programs: Schools should provide regular workshops on stress management, emotional regulation, resilience building, and work-life balance.

3. Supportive School Leadership: Administrators should foster open communication, provide 4. constructive feedback, and recognize teachers' contributions to promote a culture of appreciation and trust.

5. Mental Health Resources: Institutions should offer access to counseling services, peer support groups, and wellness programs tailored to educators' needs.

Suggestions for Future Research

1. Future studies may explore longitudinal effects of teacher burnout on student academic performance and behavioral outcomes.

2. Comparative research across different educational levels (primary, secondary, tertiary) could provide deeper insights into burnout patterns.

3. Further investigation into the effectiveness of specific intervention programs designed to enhance teacher well-being is recommended.

4. Cross-cultural studies could examine how cultural and institutional contexts influence teacher emotional well-being and burnout.

5. Research incorporating mixed-method approaches may provide richer, more comprehensive findings.

Declaration of Interests

I, Dr. Phrakhruvinaithorn Wutthichai Chayawuddho Pettongma, declare that, I have no conflicts of interest regarding the research conducted on "Teachers' Emotional and Teacher Burnout Affect Learning Environment Perspectives."

Ethical Considerations

The research conducted on the challenges in the process of data collection, confidentiality and privacy of the participants are paramount. Informed consent has been obtained from all individuals involved, and their rights and well-being have been prioritized throughout the research process. The study is conducted with a commitment to integrity, honesty, and the well-being of the participants, adhering to ethical guidelines and institutional protocols. The research conducted on "Teachers' Emotional and Teacher Burnout Affects Learning Environment Perspectives" adhered to all ethical guidelines and principles.

Acknowledgements

I would like to express my sincere gratitude to all the teachers who participated in this study and generously shared their perspectives and experiences.

Definition of Conflicts of Interest

I declare that I have no conflicts of interest regarding the research on "Teachers' Emotional and Teacher Burnout Affect Learning Environment Perspectives."

Reference

- Bettencourt, B. A., Gwinner, K. P., & Meuter, M. L. (2004). A comparison of attitude, personality, and knowledge predictors of service-oriented organizational citizenship behaviors. *Journal of Applied Psychology, 89*(6), 905–914.
- Brackett, M. A., Palomera, R., Mojsa-Kaja, J., Reyes, M. R., & Salovey, P. (2010). Emotion-regulation ability, burnout, and job satisfaction among British secondary-school teachers. *Psychology in the Schools, 47*(4), 406–417.
- Day, C., Sammons, P., Stobart, G., Kington, A., & Gu, Q. (2006). *Teachers Matter: Connecting Work, Lives and Effectiveness*. McGraw-Hill Education.
- Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2006). Burnout and work engagement among teachers. *Journal of School Psychology, 43*(6), 495–513.
- Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research, 79*(1), 491–525.
- Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational Review, 53*(1), 27–35.
- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology, 52*(1), 397–422.
- Noddings, N. (2012). The caring relation in teaching. *Oxford Review of Education, 38*(6), 771–781.
- Riley, P. (2018). Learning environments: Insights from research and practice. *Educational Philosophy and Theory, 50*(3), 255–256.
- Skaalvik, E. M., & Skaalvik, S. (2017). Dimensions of teacher burnout: Relations with potential stressors at school. In E. Frydenberg, A. J. Martin, & R. J. Collie (Eds.), *Social and emotional aspects of learning* (pp. 83–98). Springer.
- Skaalvik, E. M., & Skaalvik, S. (2018). Job satisfaction, stress and coping strategies in the teaching profession—What do teachers say? *International Education Studies, 11*(3), 21–36.
- Van Droogenbroeck, F., Spruyt, B., & Vanroelen, C. (2014). Burnout among senior teachers: Investigating the role of workload and interpersonal relationships at work. *Teaching and Teacher Education, 43*(1), 99–109.