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**Exploring The Impact Of Teacher Burnout On The
Implementation Of Effective Classroom Management
Strategies: A Case Study Of Brothers Wali High School ,
Ain Nouissy, Mostaganem**

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Dedications

I dedicate this work to two incredible women who have been behind the strengths and successes in my personal and academic journey.

To my mother, who has always supported me unconditionally. Your wisdom and selfless sacrifices have been the foundation of my success and inspiration.

To my sister, who has been my cheerleader, supporter, and best friend.

I am forever grateful to you.

I also dedicate this to my friends whose friendship has contributed to the most fulfilling experiences in my life.

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Abstract

Teacher burnout represents a critical issue within educational contexts, especially for instructors who navigate unique challenges related to teaching English as a Foreign Language (EFL). This case study explores the depth of burnout among EFL teachers and its subsequent influence on classroom management practices and student engagement. The aim is to understand how burnout manifests in EFL classroom environments and affects both teacher performance and student behavior. This study employs a qualitative case study approach, focusing on a purposive sample of five EFL teachers. Data were collected through detailed questionnaires and comprehensive interviews, providing rich insights into the teachers' experiences and perceptions. The findings reveal a spectrum of burnout levels among participants: 20% exhibited high burnout, 40% moderate burnout, and 40% low burnout. Class size emerged as a critical factor, with larger classes contributing to higher levels of burnout. Teachers experiencing high burnout adopted inconsistent and reactive classroom management strategies, leading to reduced student engagement and increased behavioral issues. In contrast, low burnout teachers demonstrated effective communication and proactive management techniques, resulting in higher student engagement. These findings underscore the pivotal role that teacher well-being plays in creating a positive learning environment, particularly within EFL contexts where language barriers and cultural differences can intensify stress. This case study highlights the urgent need for educational institutions to address teacher burnout through targeted support mechanisms, such as reducing class sizes and providing professional development focused on stress management and cultural competence. The study's insights offer valuable implications for enhancing EFL educational practices and support systems.

Keywords: Teacher burnout, classroom management, proactive and reactive strategies, EFL education.

List of Acronyms

EFL : English as a Foreign Language

MBI : Maslach Burnout Inventory

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General Introduction

General Introduction:

The role of a teacher is one of the most critical professions in society, as they shape the minds and future generations through imparting knowledge and values. However, despite their immense responsibility, teachers often face a plethora of challenges that can lead to burnout, a state of physical, mental, and emotional exhaustion caused by prolonged exposure to stressful conditions.

Burnout as Maslach and Leiter (2016) elucidate, is a psychological syndrome arising from prolonged exposure to chronic interpersonal stressors on the job. They identify three central dimensions characterizing this response: 'an overwhelming exhaustion, feelings of cynicism and detachment from the job, and a sense of ineffectiveness and lack of accomplishment'. This definition highlights the complex set of emotional and psychological changes that can occur when an individual feels unsupported, unappreciated, or unable to cope with the demands of their work situation. In the present era, teachers, alongside their counterparts in various professions, are especially prone to experiencing burnout. Today, teachers are expected to perform multiple tasks beyond just teaching, including counselling, mentoring, administrative duties, and managing complex student behaviours. These additional responsibilities, along with the ever-changing educational policies, lack of support, and excessive workload put a tremendous amount of stress on educators. According to the World Health Organization (2019), burnout is a serious problem among teachers, with up to 53% reporting symptoms of burnout globally.

This phenomenon is ever-expanding globally, raising several concerns about its manifestations in the classroom. Despite the extensive research and well-defined nature of burnout in scholarly literature, there remains a notable gap in understanding the specific impact of teacher burnout on classroom management strategies, particularly within the framework of Algerian EFL high school education, given that Algeria has witnessed a growing emphasis on English language education in recent years, driven by the recognition of English as a vital tool for global communication and economic development. Consequently, EFL teachers in Algerian high schools are under increasing pressure to meet educational objectives while navigating diverse student populations and limited resources, which leads them to be particularly vulnerable to teacher burnout. In this context, this gap in research underscores the importance of exploring how teacher burnout influences the implementation of classroom management techniques and subsequently shapes the learning environment for students. As suggested and theorized by “The Prosocial

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Classroom Model”, teacher burnout, characterized by emotional exhaustion and reduced personal accomplishment, can impact classroom management practices (Jennings & Greenberg, 2009). The prosocial classroom model emphasizes the importance of exploring how teacher well-being influences classroom dynamics and student outcomes (Jennings & Greenberg, 2009).

Moreover, the effectiveness of classroom management practices can be negatively affected when teachers experience burnout. Classroom management involves the implementation of strategies aimed at fostering an environment conducive to effective instruction (Brophy, 1996). It encompasses various components, including the establishment and reinforcement of rules and procedures, implementation of disciplinary measures, cultivation of positive teacher-student relationships, and maintenance of an appropriate mindset for effective management (Marzano & Marzano, 2003).

After establishing and gaining insights on the wide spread of teacher burnout and its various potential manifestations within the classroom environment, particularly concerning the utilization of effective classroom management strategies, this study seeks to delve deeper into the repercussions of teacher burnout on the efficacy and implementation of such strategies.

The Statement of the Problem:

In the face of escalating demands and persistent stressors, educators may struggle to maintain effective classroom management practices, leading to disruptions, disengagement, and misbehaviour. Therefore, this research seeks to address the following questions:

- How does teacher burnout impact the implementation of effective classroom management strategies?
- Are there any differences in the implementation of classroom management strategies between teachers with high levels of burnout versus those with low levels of burnout?
- How does teacher burnout impact the ability to establish and maintain positive student-teacher relationships, a key component of classroom management?

The Research Hypotheses:

In the light of the previously raised questions, the following hypotheses were developed in order to investigate the impact of teacher burnout on classroom management strategies:

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- Higher levels of teacher burnout will be associated with a decrease in the implementation of proactive and effective classroom management strategies.
- Teachers with high levels of burnout will exhibit a higher reliance on reactive classroom management strategies compared to teachers with low levels of burnout.
- Teacher burnout will negatively impact the establishment and maintenance of positive teacher-student relationships, leading to decreased student engagement and cooperation.

The Research Objectives:

This present study aims to Investigate the relationship between teacher burnout and the implementation, effectiveness, and sustainability of classroom management strategies. Additionally, it aims to shed light on the complex impact of teacher burnout on the use of proactive classroom management strategies, including establishing clear expectations, implementing consistent routines, and fostering positive teacher-student relationships.

The Significance of the Research:

The significance of this study lies in its potential to contribute fundamentally to the field of English as a Foreign Language (EFL) education by addressing critical gaps in current literature. This research addresses the notable gap in the existing literature by providing insights into the specific manifestations of burnout among Algerian high school EFL teachers and its implications for classroom management practices. By focusing on a context-specific perspective, this research enhances the understanding of burnout dynamics in non-Western educational settings. Moreover, this enquiry intends to analyse how factors such as emotional exhaustion, depersonalization, and reduced personal accomplishment—hallmarks of burnout—interact with teachers' ability to effectively manage their classrooms and influence the quality and dynamics of teacher-student relationships. Additionally, by assessing burnout and examining its impact and manifestations on classroom management strategies in Algerian high school EFL education, educators and policymakers can develop targeted interventions to mitigate burnout and improve teacher well-being. In summary, this study holds significant implications for advancing both academic knowledge and educational practice in the Algerian high school EFL education context. By shedding light on the complex relationship between teacher burnout and classroom management

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practices, this research contributes to efforts aimed at creating supportive and conducive learning environments for teachers and students alike.

The Research Methodology:

This study employs a qualitative case study approach focusing on “Brothers Wali's high school” in Ain Nouissy, Mostaganem Algeria to investigate the impact of teacher burnout on classroom management practices in the context of English as a Foreign Language (EFL) education. The case study design allows for an in-depth exploration of the phenomenon within a specific setting, providing rich and detailed insights into the experiences and perspectives of teachers. The assessment of teacher burnout will be conducted using the Maslach Burnout Inventory (MBI) questionnaire. The MBI is a widely recognized instrument for measuring burnout, comprising three dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment. The questionnaire will be administered to participating EFL teachers at Brothers Wali's high school to quantify their levels of burnout. The quantitative data obtained from the MBI will serve as a foundation for selecting participants for subsequent semi-structured observations. In addition to the MBI questionnaire, a supplementary questionnaire will be administered to gather information about classroom management practices and teacher-student relationships. Moreover, based on the results of the MBI questionnaire and the supplementary questionnaire, a purposive sampling approach will be employed to select teachers representing different levels of burnout, including high and low levels. Semi-structured observations of classroom management practices will be conducted for these selected teachers. The observations will involve systematically documenting various aspects of classroom management, such as teacher-student interactions, instructional strategies, disciplinary approaches, and overall classroom dynamics. These observations will provide qualitative insights into how teacher burnout influences classroom management practices. The data obtained from the MBI questionnaire, additional questionnaire on classroom management and teacher-student relationships, and semi-structured observations will be integrated and analysed to explore the relationship between teacher burnout, classroom management practices.

The Outline of the Chapters:

The research at hand contains three chapters aimed at investigating the impact of teacher burnout on classroom management practices. The first chapter, teacher burnout and classroom

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management, is designed to investigate the key concepts related to burnout and classroom management and examine the theoretical framework of their research. This chapter critically reviews the existing literature, identifying and defining burnout, its factors, manifestations, and consequences, as well as classroom management practices and their relationship with teacher burnout.

The second chapter is titled the methodology chapter, it explores the research design, the participants, and the data collection tools utilized in this study. This chapter further examines, analyses, and discusses the collected data and findings.

The concluding chapter is entitled data analysis and recommendations, where the findings from both the qualitative and quantitative data are presented and discussed. Several recommendations for institutional practices, policies, and strategies are proposed to foster the well-being of teachers. Additionally, potential avenues for further research are identified, including areas that require additional exploration and suggested directions for ongoing studies. Hence, this chapter aims to synthesize the research outcomes into meaningful insights that contribute to the enhancement of EFL teaching practices and teacher support mechanisms in Algeria.

Chapter One

Teacher Burnout and Classroom Management

Chapter one: Teacher Burnout and Classroom Management

1. Introduction:

The first chapter of this dissertation, titled the literature review, aims to investigate and offer a comprehensive examination of the theoretical background of the present study. The review critically examines existing literature to elucidate the complex relationship between teacher burnout and classroom management, aiming to identify key factors and implications for practice. In this comprehensive review, two main components are addressed: the historical and conceptual understanding of burnout, followed by an exploration of classroom management strategies. Each section provides a detailed analysis of relevant literature, highlighting theoretical frameworks, empirical findings, and practical implications. The review structure includes an examination of the historical development of burnout research, definitions, dimensions, causes, and outcomes of burnout, as well as classroom management, its definitions, strategies, importance, and proactive/reactive approaches. The review concludes with an investigation into the relationship between teacher burnout and classroom management, aiming to provide insights into how burnout impacts the implementation and efficacy of management strategies.

1.1. An Overview of Burnout Research:

The historical development of burnout research spans several distinct phases, each characterized by unique trends and shifts in scholarly attention. Maslach and Schaufeli (2017) highlight the development of burnout research, underscoring its progression through two significant phases: the pioneer phase and the empirical phase. These delineated stages represent pivotal moments in the conceptualization and empirical exploration of burnout, each bringing distinct contributions to the comprehension of this phenomenon.

Maslach & Schaufeli (2017) reflecting upon the evolution of burnout research, they indicate that the inception of burnout as a concept can be traced back to the pioneering work of Freudenberger and Maslach in the mid-1970s in the United States (Freudenberger, 1974, 1975; Maslach, 1976). Their seminal articles provided an initial description of burnout, assigning it a name and highlighting its prevalence beyond isolated cases.

The term "burn-out" was coined by Herbert J. Freudenberger and his colleagues in the early 1970s within the context of the free clinic movement. Drawing from colloquial language referring to chronic drug abuse effects, Freudenberger used to the term "burnout" to describe a state of

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physical, emotional, and mental exhaustion resulting from excessive demands on energy, strength, or resources (Freudenberger, 1974). Freudenberger introduced this term to capture the experience of individuals who felt worn out and depleted due to prolonged stress and overwhelming responsibilities in their work environments. He noted, “that the dictionary defines the verb ‘burnout’ as ‘to fail, wear out or become exhausted by making excessive demands on energy, strength, or resources’” (p. 159). In his research, Freudenberger (1974) conducted observations and evaluations to identify the physical signs and behavioural indicators of burn-out among staff members in alternative institutions. He focused on understanding the cognitive, judgmental, and emotional factors that are influenced once the process of burn-out is initiated (Freudenberger, 1974). Additionally, Freudenberger explored the personalities and motivations that make individuals more susceptible to burn-out, shedding light on the underlying causes of this phenomenon (Freudenberger, 1974). Through his work, Freudenberger contributed valuable insights into the dynamics of burn-out and paved the way for researchers to explore the phenomenon of burnout in various fields. Simultaneously, Maslach's research on emotional arousal in various professions shed light on a phenomenon that resonated with individuals across different fields (Maslach & Schaufeli, 2017).

Following the initial publications on burnout, there was an overwhelming response, leading to a surge in literature on the subject over the subsequent five years. This widespread interest in burnout was particularly notable among practitioners rather than academic scholars, resulting in a plethora of articles appearing in magazines or journals aimed at professional audiences. These practitioners hailed from diverse people-oriented professions characterized by intense interpersonal interactions and emotional demands in service provision, caregiving, or educational roles. Consequently, the primary focus and discourse on burnout during this period centred around fields such as education, social services, healthcare, criminal justice, mental health, religion, and other occupations with significant interpersonal components (Maslach & Schaufeli, 2017).

Furthermore, Maslach and Schaufeli (2017) argue that the early literature on burnout was characterized by conceptual ambiguity and expansion, resulting in varying interpretations of the term among different writers. This diversity led to a lack of consensus on its definition, with burnout being applied to a wide range of personal problems and phenomena, sometimes even being stretched to include opposite experiences such as overload and underload. Additionally, empirical

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evidence was notably scarce during this period, with only a small fraction of the literature incorporating data beyond anecdotal evidence or case studies. Instead, the focus was primarily on clinical descriptions and observations of individual cases (Perlman & Hartman, 1982). Maslach and Schaufeli (2017) also note that burnout research initially faced a significant disparity between practitioners and academic scholars, with practitioners prioritizing practical solutions while academics showed scepticism. The concept of burnout, initially introduced in early articles, was met with scepticism and reluctance to acknowledge its existence, particularly in professions where discussing such matters was taboo (Maslach, 1993). Maslach (1993) clarifies “because it was considered tantamount to admitting that at times professionals can (and do) act "unprofessionally"” (p.1). This divide resulted in a dearth of theoretical frameworks and a fragmented field. However, despite these initial challenges, the diverse perspectives within the field contributed to its richness, allowing for continued exploration and understanding of burnout. This diversity of approaches, while initially challenging to integrate, ultimately enriched the field by offering various insights and methodological approaches to studying burnout.

Moreover, Maslach and Schaufeli (2017), in their extensive analysis, illustrate the evolution of burnout from its early pioneer phase to a more empirical stage. They clarify that During the subsequent phase in the 1980s, burnout research transitioned into a more methodical and empirical stage. Scholars and practitioners alike delved deeper into the phenomenon, offering structured models, intervention strategies, and evidence-based findings. This period saw a surge in literature, with numerous publications outlining conceptual frameworks, proposing interventions, and presenting empirical evidence through various research methods such as surveys, interviews, and clinical case studies. The development and widespread adoption of standardized measures like the Maslach Burnout Inventory (MBI) and the Tedium Measure (TM) provided researchers with valuable tools for precise measurement and systematic inquiry into burnout. Consequently, scholarly journals saw an influx of articles dedicated to burnout, with some even devoting entire issues to exploring this topic (Freudenberger, 1980; Maslach & Jackson, 1981a; Maslach & Jackson, 1981b; Pines et al., 1981; Schaufeli & Maslach, 1982).

Until the early 1980s, burnout research was confined primarily to the United States. However, with growing recognition of the phenomenon, interest in burnout spread to other countries, initially among English-speaking nations such as Canada (MJ Williams, 1985; Friedman,

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1991), Great Britain (Langhlan, 1983; Cooper and Kelly, 1993), and New Zealand (Coleman, 1981; Dewe, 1986). As awareness of burnout spread across various sectors, notably within education, literature such as books, articles, and papers started to undergo translation into multiple languages, amplifying its global significance (Maslach & Schaufeli, 2017). This burgeoning interest catalysed a surge in studies and research initiatives, reflecting a growing recognition of burnout as a widespread concern transcending cultural and linguistic boundaries (Kyriacou, 1987; R. Khani et al., 2015; Li, 2015). Since the 1990s, extensive research has been conducted in various parts of the world aiming at understanding the phenomenon of burnout, uncovering its underlying factors, outcomes, and potential solutions (Durr et al., 2014; Marek et al., 2017; Herman et al., 2018).

1.2. Definitions of Burnout:

In exploring the phenomenon of burnout, it is imperative to commence with a comprehensive examination of its various definitions as proposed by different scholars. The understanding of burnout has developed over time, offering varied viewpoints that illuminate its core aspects and dimensions. Particularly in education, where teacher burnout is common, grasping the complexities of this phenomenon is crucial for supporting teacher welfare and enhancing teaching effectiveness. This section delves into an in-depth analysis of the definitions of burnout put forth by prominent researchers, spanning from the pioneering works of Cherniss (1980) and Edelwich and Brodsky (1980) to the seminal contributions of Maslach and Jackson (1986).

Various definitions have been proposed to capture the essence of burnout. The World Health Organization (WHO) defines burnout as a syndrome arising from persistent workplace stress that remains unaddressed. It manifests through three primary dimensions: depleted energy or exhaustion, heightened mental detachment from one's job, and diminished professional effectiveness. It's crucial to note that burnout pertains exclusively to workplace phenomena and should not be extrapolated to describe experiences in other domains of life (World Health Organization, 2019).

Moreover, Cherniss (1980b) describes burnout as a progression starting with prolonged job tension, leading to strain in the worker characterized by feelings of tension, irritability, and fatigue. The process culminates when individuals defensively cope with job stress by psychologically

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detaching themselves from their work, adopting attitudes of apathy, cynicism, and rigidity (as cited in Maslach & Schaufeli, 2017).

Similarly, Edelwich and Brodsky (1980) conceptualize burnout as a gradual loss of idealism, energy, and purpose experienced by individuals in helping professions due to the nature of their work conditions (as cited in Maslach & Schaufeli, 2017). This perspective highlights burnout as a progressive decrease of intrinsic motivation and sense of purpose.

Furthermore, Freudenberger and Richelson (1980) offer an alternative perspective, framing burnout as the depletion of physical and mental resources stemming from relentless efforts to meet unrealistic expectations imposed by oneself or societal values (as cited in Maslach & Schaufeli, 2017). This definition underscores the self-imposed pressure and societal norms contributing to burnout.

Brill (1984) offers a more precise operational definition of burnout, describing it as a mediated, job-related state characterized by dysphoria and dysfunctionality in individuals who have previously performed adequately in the same job situation but are unable to recover without external assistance or environmental changes (as cited in Maslach & Schaufeli, 2017).

In addition, Pines and Aronson (1988) further enrich the understanding of burnout, describing it as a complex state marked by physical, emotional, and mental exhaustion arising from prolonged exposure to emotionally demanding situations (as cited in Maslach & Schaufeli, 2017). They identify three key components: physical exhaustion, emotional exhaustion, and mental exhaustion. Physical exhaustion involves energy depletion, chronic fatigue, and a sense of weakness. Emotional exhaustion encompasses feelings of helplessness, hopelessness, and entrapment due to emotional demands. Mental exhaustion reflects negative attitudes towards oneself, work, and life (as cited in Maslach & Schaufeli, 2017).

Alternatively, Maslach and Jackson (1986) provide the predominant and the most widely recognised definition of burnout. They define burnout as: " a syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment that can occur among individuals who do 'people work' of some kind." (as cited in Maslach & Schaufeli, 2017, p.14). Maslach and Jackson's definition of burnout holds significant relevance in the teaching context. Teachers are inherently engaged in "people work," as their profession involves constant interaction with students,

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colleagues, parents, and administrators. Therefore, they are susceptible to experiencing burnout as defined by emotional exhaustion, depersonalization, and reduced personal accomplishment. Maslach and Jackson also highlight that this state of burnout is associated with a decline in the quality of service provided, contributing to job turnover, absenteeism, and low morale. Additionally, burnout correlates with various self-reported indicators of personal dysfunction, such as physical exhaustion, insomnia, and increased substance use.

In the context of teaching, these definitions of burnout resonate deeply due to the nature of educators' work, which involves constant interaction with students, colleagues, parents, and administrators. Teachers often experience prolonged job tension and emotional strain stemming from the demanding nature of their roles. This can manifest as emotional exhaustion, where teachers feel depleted physically and emotionally, struggling to regulate their emotions in the classroom and recognize positive student behaviours (Jennings & Greenberg, 2009). Furthermore, depersonalization, another facet of burnout, may emerge as a coping mechanism among teachers grappling with emotional fatigue or feelings of incompetency. This detachment often leads to the adoption of cynical attitudes and disengagement from work, hindering effective teaching and compromising the quality of interactions within the educational environment. Moreover, the concept of reduced personal accomplishment holds significant relevance in the teaching profession. Teachers experiencing burnout may perceive themselves as ineffective in their roles, struggling to positively influence students' academic and developmental trajectories. This diminished sense of efficacy can contribute to low self-esteem and diminish teachers' passion for their work, ultimately impacting their overall job satisfaction and well-being. In sum, these definitions provide valuable insights into the multifaceted experiences of burnout among teachers, illuminating the emotional, interpersonal, and professional challenges they encounter in their daily work.

1.3. Dimensions of Burnout:

Research suggests that burnout comprises three distinct components: emotional exhaustion, depersonalisation, and lack of personal accomplishment (Maslach et al., 1986). This three-dimensional model was examined using the Maslach Burnout Inventory (MBI; Maslach et al., 1986) and was validated through exploratory and confirmatory factor analyses involving a sample of 1,159 elementary teachers (Byrne, 1993).

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Emotional exhaustion, as defined by Maslach et al. (2001), is characterized as a prolonged state of physical and emotional depletion arising from excessive job demands and insufficient emotional or logistical support. When individuals undergo emotional exhaustion, they often experience a depletion of emotional energy, leading to persistent feelings of tiredness (Brouwers & Tomic, 2000). Emotional exhaustion is widely recognized as a prevalent form of burnout, particularly emphasized in educational research (Keller et al., 2001). Consequently, when educators are affected by emotional exhaustion, it can significantly impact classroom dynamics. Notably, teachers experiencing emotional exhaustion may struggle to manage their emotions effectively during classroom interactions, potentially leading to emotional spillover into teaching activities (Jennings & Greenberg, 2009).

Depersonalization, on the other hand, involves adopting a detached and cynical attitude towards others as a coping mechanism for emotional fatigue or feelings of incompetence (Maslach et al., 2001). It often involves developing negative, indifferent, or cynical attitudes toward students, colleagues, or the teaching profession itself. Which may manifest as a lack of empathy and detachment from interpersonal interactions. Teachers who experience depersonalization may face challenges in delivering engaging lessons and forming meaningful connections with students due to their disengaged demeanour (Ladd & Burgess, 1999).

Finally, the lack of personal accomplishment dimension reflects a sense of inefficacy or inability to make a meaningful impact in one's professional role (Maslach et al., 2001). When individuals experience burnout, they often become less productive and doubt their ability to fulfil job requirements and achieve success (Gupta & Rani, 2014). This is particularly relevant for teachers, who may develop a sense of incapacity to make meaningful contributions at work.

Leiter and Maslach (2016) conducted a study exploring the nuanced nature of burnout, revealing that while the three dimensions—emotional exhaustion, depersonalization, and reduced personal accomplishment—are interconnected, they also exhibit unique characteristics across individuals. Their research showcased varying manifestations of burnout symptoms among teachers, with some predominantly experiencing emotional exhaustion while others primarily faced depersonalization. Through latent profile analysis, four distinct burnout profiles emerged: those scoring high on all three dimensions, those high only on emotional exhaustion, those high solely on depersonalization, and those high exclusively on reduced personal accomplishment. These

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findings underscore the complexity of burnout and emphasize the importance of examining each dimension independently to gain a comprehensive understanding of its impact on educators (Leiter & Maslach, 2016).

1.4. Causes of Burnout:

In the recent decades, research has been dedicated to uncovering the underlying factors contributing to burnout among educators (Durr et al., 2014; Marek et al., 2017; Maslach & Leiter, 2017). This section delves into an exploration of the various factors contributing to burnout among educators, ranging from organizational and environmental challenges such as workload, control, reward, absence of community, student misbehaviour, and class size to individual factors including age, gender, experience, and personality.

1.4.1. Organisational and Environmental Causes:

Over the span of more than thirty years, research on burnout has uncovered numerous organizational factors that contribute to this phenomenon across various occupations and countries (Maslach et al., 2001; Schaufeli and Enzmann, 1998).

1.4.1.1. Workload:

Maslach & Leiter (2017) present workload as a commonly cited factor contributing to burnout, where job demands exceed manageable limits, leaving individuals feeling overwhelmed and depleted (Cordes and Dougherty, 1993; Maslach et al., 2001; Schaufeli and Enzmann, 1998). Research indicates a consistent relationship between increased workload and burnout, particularly in terms of exhaustion (Lee and Ashforth, 1996; Leiter and Harvie, 1998). This association mirrors findings in the broader occupational stress literature, highlighting the impact of work demands on individuals' stress levels and coping mechanisms (Cox, Kuk, and Leiter, 1993). Educators often face high job demands, including lesson planning, grading, student supervision, and administrative tasks. The relentless nature of these demands can lead to feelings of exhaustion and burnout among teachers. This is evident in the literature where studies suggest that burnout is heightened when teachers face unrealistic and overwhelming demands on their time and energy, coupled with constant pressure to meet performance expectations and deadlines (Howard & Johnson, 2004). In a comprehensive study conducted by Cooper and Kelly (1993), involving 2,638 head teachers of

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elementary and secondary schools, along with principals/directors of higher education institutions, self-report surveys were utilized to gather data. The research revealed that work overload and managing relations with co-workers emerged as the primary contributors to emotional exhaustion, which served as indicators of psychological distress and job dissatisfaction.

1.4.1.2. Control:

Control, as conceptualized by the demand-control theory of job stress (Karasek and Theorell, 1990), plays a crucial role in mitigating burnout. It encompasses employees' perception of their ability to influence decisions related to their work, exercise professional autonomy, and access necessary resources for effective job performance (as cited in Maslach & Leiter, 2017). Studies have consistently shown that greater role conflict, arising from conflicting demands or incongruent values from multiple authorities, is strongly associated with increased exhaustion among employees (Cordes and Dougherty, 1993; Maslach et al., 1996). Maslach & Leiter (2017) suggest that role conflict not only adds to work demands but also leads to emotional exhaustion due to the inability to exert effective control in one's job (Siefert, Jayaratne, and Chess, 1991; Starnaman and Miller, 1992). Conversely, increased control and autonomy at work have been linked to higher job satisfaction, commitment, and lower levels of exhaustion (Cherniss, 1980a; Lee and Ashforth, 1993; Leiter, 1992). Moreover, Maslach & Leiter (2017) also synthesised that various forms of autonomy, including time management skills and decision-making authority, have been shown to moderate the relationship between job demands and burnout (Peeters and Rutte, 2005; Fernet, Guay, and Senecal, 2004). Interventions aimed at increasing control and autonomy in the workplace have been proposed as strategies to prevent burnout (Sonnentag, 2015). Overall, the absence of autonomy and influence over decisions related to curriculum and instruction increases the risk of burnout among educators (Leithwood et al., 2001; Maslach et al., 2001; Brownell, 1997; Corey, 1996; Hammond & Onikama, 1996) (as cited in Maslach, 2017).

1.4.1.3. Reward:

Recognition and reward systems play a crucial role in mitigating burnout among educators, as evidenced by research highlighting the impact of acknowledgment and appreciation on teachers' well-being and job satisfaction. Maslach & Leiter (2017) confirm that reward, encompassing monetary, social, and intrinsic aspects, plays a significant role in the prevention of burnout.

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Research suggests that insufficient reward, whether in the form of financial compensation, institutional support, or social recognition, increases individuals' susceptibility to burnout (Chappell and Novak, 1992; Glickens, 1983; Maslanka, 1996; Siefert et al., 1991). The lack of acknowledgment from service recipients, colleagues, managers, and external stakeholders diminishes the value of both the work and the workers, leading to feelings of inefficacy (Cordes and Dougherty, 1993; Maslach et al., 1996). On the other hand, consistency in reward between individuals and their jobs, encompassing both material rewards and opportunities for intrinsic satisfaction, is crucial for mitigating burnout (Richardson, Burke, and Leiter, 1992). Notably, recognizing teachers' efforts and achievements appears to correlate with a reduced susceptibility to burnout (Haberman, 2004; Howard & Johnson, 2004). Overall, the acknowledgement of teachers' efforts by students, colleagues, administrators, and parents is crucial for preventing burnout. Teachers who feel valued are more likely to experience job satisfaction, reducing vulnerability to burnout.

1.4.1.4. Absence of Community:

Community in the workplace is defined by Maslach & Leiter (2017) as: “the overall quality of social interaction at work, including issues of conflict, mutual support, closeness, and the capacity to work as a team” (p. 46). In educational settings, community among teachers encompasses not only social interactions but also collaborative efforts, mutual support, and a shared sense of purpose in fostering student success. Various studies have highlighted the significance of support from supervisors, coworkers, and even family members in mitigating burnout (Cordes and Dougherty, 1993; Greenglass, Fiksenbaum, and Burke, 1994; Maslach et al., 1996). Supervisor support tends to alleviate exhaustion by easing workload pressures, while coworker support contributes to a sense of accomplishment through peer recognition (Jackson, Schwab, and Schuler, 1986; Leiter and Maslach, 1988) (as cited in Maslach & Leiter, 2017). Additionally, research indicates that negative social relationships within the community and decreased support can result in burnout (Landeche, 2009).

1.4.1.5. Student Misbehaviour:

Teachers regularly encounter disruptive behaviours in the classroom, and studies demonstrate that handling such issues occupies quite a significant amount of their time (Beaman,

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Reynolds, & Stephenson, 2011). Furthermore, nearly one-third of instructors indicate that student misconduct interferes with their ability to teach. This misbehaviour has been connected to several negative outcomes for instructors, including reduced instructional time, job dissatisfaction, stress, and burnout (Friedman, 1995; Little, 2005; Little & Hudson, 1998; Miller, Ferguson, & Byrne, 2000; Hastings et al., 2003). McCormick and Barnett (2011) identified student misconduct as the most significant stressor corresponding to teacher burnout. Additionally, Hastings & Bham (2003) further suggest that student misbehaviour, particularly disrespect, is a predictor of emotional exhaustion and depersonalisation among teachers.

However, the relationship between student misbehaviour and teacher burnout is intricate and bidirectional. On one hand, student misbehaviour can contribute to teacher burnout by causing stress, frustration, and emotional exhaustion (Friedman, 1995; Poulou & Norwich, 2000). Conversely, teacher burnout can impact classroom management practices, potentially exacerbating student misbehaviour (Jennings & Greenberg, 2009).

Research suggests that teachers experiencing burnout may struggle to maintain effective classroom management strategies (Beaman, Reynolds, & Stephenson, 2011). When teachers are emotionally drained and disengaged, they may be less able to establish clear rules and expectations, effectively monitor student behaviour, or respond calmly and consistently to misbehaviour (Marzano, Marzano, & Pickering, 2003). As a result, classroom environments may become less structured and less conducive to learning, potentially leading to an increase in student misbehaviour (McCormick & Barnett, 2011).

Studies have shown that teachers with higher levels of burnout report greater difficulty in managing disruptive behaviour and maintaining a positive classroom climate (McCormick & Barnett, 2011; Little & Hudson, 1998). This suggests a cyclical relationship wherein student misbehaviour contributes to teacher burnout, which, in turn, can further exacerbate classroom management challenges and perpetuate a cycle of stress and dissatisfaction for both teachers and students. While the exact causal mechanisms underlying this relationship require further investigation, the bidirectional nature of the student misbehaviour-teacher burnout dynamic underscores the importance of addressing both student behaviour and teacher well-being to create supportive and productive learning environments.

1.4.1.6. Class Size:

The size of the class and the total number of students also contribute to teacher burnout. Larger class sizes and higher student numbers can increase the workload and demands placed on teachers, potentially leading to elevated levels of stress and burnout (Watts et al., 2011; Larrivee, 2012; Gold & Roth, 2013; Durr et al., 2014; Marek et al., 2017). Additionally, managing larger classes may require more effort in maintaining discipline, providing individualized attention, and meeting the diverse needs of students, all of which can contribute to feelings of exhaustion and overwhelm among teachers.

1.4.2. Individual Causes:

Personal characteristics such as personality traits and demographic variables play a significant role in shaping teachers' perceptions and responses to their work environments. These individual traits influence how educators interpret and navigate their surroundings, determining whether contextual factors serve as catalysts for burnout.

1.4.2.1. Gender:

In various studies, a minor yet consistent difference between genders has been observed, where males tend to score slightly higher on cynicism. Meanwhile, some research suggests a trend where women may score slightly higher on exhaustion (Schwab & Iwanicki, 1982; Skaalvik & Skaalvik, 2016; Watts & Robertson, 2011). Maslach & Leiter (2017) elucidate that while these findings might be influenced by gender stereotypes, they could also be attributed to the intertwining of sex with occupation.

1.4.2.2. Age:

It is suggested that burnout exhibits a more consistent correlation with age compared to other variables (Watts & Robertson, 2011). Studies indicate that younger teachers tend to report higher levels of burnout compared to individuals aged over 30 or 40 years. This correlation between age and burnout is intertwined with work experience, suggesting that burnout risk is higher earlier in one's career rather than later (Maslach & Leiter, 2017). Nevertheless, certain research has

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inferred that teacher burnout increases as educators age, while others have found no significant association between age and burnout (Zabel & Zabel, 2001).

1.4.2.3. Experience:

Research has established a connection between burnout and professional experience in the teaching field. Several studies have explored this relationship revealing less experienced teachers are more susceptible to burnout (Gavish & Freidman, 2010; Durr, 2008). One proposed explanation for the heightened vulnerability of younger teachers to burnout is their idealism and limited classroom experience (Antoniou et al., 2006). The challenges and disappointments inherent in managing a classroom full of students may evoke negative emotions, ultimately contributing to burnout. However, certain studies have found no significant association between burnout rates and years of teaching experience (Zabel & Zabel, 2001).

1.4.2.4. Personality:

Several research investigations have identified a significant relationship between teacher burnout and individual personality traits. These studies have revealed a consistent correlation between specific aspects of teachers' personalities and their susceptibility to burnout. Personality factors such as neuroticism, extraversion, and conscientiousness along with environmental and organisational factors have emerged as particularly influential in shaping teachers' experiences of burnout (Pishghadam & Sahebjam, 2012; Mojsa et al., 2015). Furthermore, Kokkinos (2007) conducted a study aimed to explore the relationship between burnout, personality traits, and job stressors among primary school teachers in Cyprus, with a focus on the dimensions of emotional exhaustion, depersonalization, and reduced personal accomplishment. This cross-sectional investigation involved 447 teachers who completed surveys assessing burnout, personality characteristics, and work-related stressors. The findings revealed significant associations between personality traits, such as neuroticism, and all dimensions of burnout. Results showed that personality traits, particularly neuroticism, were associated with all dimensions of burnout, although their impact on reduced personal accomplishment differed. Additionally, job stressors related to managing student misbehaviour and time constraints were significant predictors of burnout. These findings highlight the complex interplay between individual characteristics, workplace stressors, and burnout dimensions among teachers.

1.5. Burnout Outcomes:

The outcomes of teacher burnout encompass a spectrum of consequences that affect both educators and their educational environments. Research consistently demonstrates that burnout leads to both job outcomes and health outcomes. This section will delve into the different outcomes and consequences of burnout.

1.5.1. Job Outcomes:

One of the primary job outcomes of teacher burnout is reduced job performance. Maslach and Leiter (1999) suggested that teacher burnout, particularly emotional exhaustion and cynicism, can result in reduced engagement and effort in lesson planning, as well as less positive social interactions with students. This diminished engagement can result in less effective teaching practices, ultimately affecting student learning outcomes (Lamontagne et al., 2012).

In addition, Schaufeli & Enzmann (1998) argue that burnout is often associated with a range of negative outcomes in the workplace, including job dissatisfaction, low organizational commitment, absenteeism, intention to leave the job, and turnover (as cited in Maslach & Leiter, 2017). Moreover, teacher burnout is strongly associated with decreased job satisfaction. Travers and Cooper (1993) found that teachers experiencing burnout reported lower levels of job satisfaction compared to their non-burned-out counterparts. This decline in job satisfaction can contribute to higher rates of absenteeism, turnover intentions, and actual turnover among educators (Ingersoll, 2001; Roeser et al., 2013), exacerbating staffing challenges in educational institutions.

Furthermore, burnout negatively influences the organizational climate within schools. Research by Leiter and Maslach (1999) indicated that burnout among teachers contributes to a toxic work environment characterized by increased conflict, decreased collaboration, and reduced organizational commitment. Other research confirms that individuals experiencing burnout can have a detrimental impact on their colleagues, leading to increased personal conflict and disruption of job tasks, thereby perpetuating burnout through social interactions within workgroups (Bakker, Le Blanc, & Schaufeli, 2005; Gonzalez-Morales et al., 2012) (as cited in Maslach & Leiter, 2017). These factors can further perpetuate the cycle of burnout and exacerbate job dissatisfaction among educators (Klusmann et al., 2008).

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Teacher burnout can also have significant consequences on students, affecting their academic performance, behaviour, and overall well-being. Several studies have investigated the impact of teacher burnout on students, providing evidence for these outcomes. One consequence of teacher burnout is reduced academic achievement among students. Research by Montgomery and Rupp (2005) found that students taught by burned-out teachers exhibited lower levels of academic achievement compared to those taught by non-burned-out teachers. This suggests that teacher burnout can negatively influence the quality of instruction and learning outcomes in the classroom.

Furthermore, Herman and colleagues (2018) investigated the correlation between teacher burnout and negative student outcomes in a sample comprising 121 elementary teachers and 1,817 students from kindergarten to fourth grade. Teachers provided self-reported burnout assessments alongside evaluations of their students' prosocial behaviour, concentration issues, and disruptive conduct. Students completed math and reading proficiency assessments from the Woodcock Johnson III Tests of Achievement (Woodcock, McGrew, & Mather, 2001). The study revealed that teacher burnout was associated with lower performance on math tasks, increased teacher-reported concentration problems, and reduced teacher-reported prosocial behaviour among students. In other words, this study suggests that teachers in the high-stress, high-burnout, and low-coping class were associated with the poorest student outcomes.

Additionally, teacher burnout can impact the emotional climate of the classroom, affecting students' socioemotional development. Research by Skaalvik and Skaalvik (2017) demonstrated that teacher burnout was negatively correlated with students' perceptions of teacher support and care, which are crucial for fostering a positive and supportive learning environment. This lack of support from burned-out teachers can contribute to students feeling disengaged, unsupported, and emotionally distressed. Alongside this, Shen et al. (2015) employed a multilevel analysis to investigate the relationship between teacher burnout and student motivation in physical education. The study revealed significant outcomes related to teacher burnout and its impact on student motivation. Firstly, a negative relationship was observed between teachers' feelings of depersonalization and students' autonomous motivation development, even when accounting for inadequate teacher autonomy support. Secondly, teachers experiencing high emotional exhaustion were more likely to receive low ratings from students in critical areas such as classroom

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management, pacing, and personal assistance. Lastly, the findings emphasized that teacher burnout can impair teachers' motives for engaging in instruction, ultimately influencing student motivation levels. In addition, research also suggests that teacher burnout can tremendously affect students' stress levels. Oberle and Schonert-Reichl (2016) collected morning and afternoon salivary cortisol samples from 406 students in Grades 4 through 7. The study found that higher levels of classroom teacher burnout were significantly predictive of variability in students' morning cortisol levels. This suggests a direct link between teachers' occupational stress and students' physiological stress regulation. The study also proposed a cyclical relationship where teacher burnout can lead to less responsive classroom management strategies, resulting in a negative classroom climate that contributes to increased stress in both students and teachers. While the study on the relationship between teacher burnout and student cortisol levels provides valuable insights, several limitations should be considered. The study utilized a cross-sectional design, collecting cortisol data at one-time point, which limits the ability to establish causality between teacher burnout and student cortisol levels. Longitudinal studies with multiple data points over time would provide a more robust understanding of the dynamic relationship between teacher stress and student stress regulation.

1.5.2. Health Outcomes:

The relationship between burnout and health outcomes is multifaceted, with both physical and mental health being significantly impacted. Exhaustion, one of the primary dimensions of burnout, is closely associated with stress-related health symptoms such as headaches, chronic fatigue, gastrointestinal disorders, and sleep disturbances (Bhagat et al., 1995; Burke & Deszca, 1986; Golembiewski & Munzenrider, 1988). Longitudinal studies have shown that exhaustion predicts the incidence of workplace injuries, highlighting its role in physical health risks (Leiter & Maslach, 2009). Additionally, burnout has been linked to unhealthy lifestyle practices like smoking, alcohol use, and psychotropic drug use (Burke et al., 1984; Leiter et al., 2013) (as cited in Maslach & Leiter, 2017).

On the mental health front, burnout has been consistently predictive of depression and other emotional symptoms such as anxiety and irritability (Greenglass & Burke, 1990; Schonfeld, 1989). Research indicates a significant correlation between burnout severity and the prevalence of depression, with severe burnout associated with a higher risk of mental health issues (Ahola, 2007).

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The impact of burnout on mental health is underscored by its association with the most impactful health problems in developed countries, including heart disease, lower back pain, and major depressive disorders (Murray et al., 2012).

Moreover, burnout has been linked to the emergence of physical diseases such as cardiovascular problems and type 2 diabetes (Toker et al., 2012; Melamed et al., 2006). Recent studies have also identified connections between burnout and inflammation biomarkers, further highlighting its role in physical health problems (Toker et al., 2005). The exhaustion component of burnout appears to be a key mechanism underlying its impact on physical health, suggesting that chronic lack of energy may compromise resistance to disease and increase vulnerability to accidents (Toker et al., 2005). Despite these associations, there remains a gap in research regarding specific health outcomes such as healthcare service utilization and worker's compensation claims for stress, indicating a need for further investigation in these areas.

1.6. Burnout and Depression:

Studies have explored the relationship between burnout and depression, with findings suggesting that while they are associated, they have distinct causes and symptoms (Bakker et al., 2000; McManus et al., 2002). Ahola et al. (2014) conducted a longitudinal study among 3255 Finnish dentists aimed to analyse the relationship between burnout and depressive symptoms using a person-centred approach. By identifying three distinct clusters of burnout and depressive symptoms, the research highlighted the variability in dentists' experiences. Moreover, the longitudinal analysis revealed diverse trajectories of burnout and depression symptoms over a seven-year period, indicating stability, increase, or decrease in symptoms among different dentists. This underscores the complexity of burnout and depression within the work context, emphasizing the need to consider individual differences and work-related factors. Similarly, Bakker et al. (2000) conducted research involving 154 Dutch teachers to differentiate between burnout and depression. Confirmatory factor analysis revealed that burnout was specifically linked to work-related factors, whereas depression was not constrained in the same manner. Burnout was primarily predicted by dissatisfaction with work, while depression was influenced by dissatisfaction with both work and personal life. This distinction highlights the importance of recognizing burnout as a separate phenomenon from depression, particularly in understanding its underlying causes and addressing prevention and intervention strategies.

1.7. Burnout and Stress:

Several studies have also investigated whether burnout serves as a mere reflection of situational stress (McManus, Winder, & Gordon, 2002; Schaufeli, Maassen, Bakker, & Sixma, 2011). Unlike situational stress, which fluctuates in response to changing environmental demands, burnout typically develops gradually in response to chronic, long-term work-related stressors and remains relatively stable over time (Hoglund, Klingle, & Hosan, 2015; Pas, Bradshaw, & Hershfeldt, 2012; Schaufeli et al., 2011).

1.8. Classroom Management:

This section aims to shed light on the conceptual definitions of classroom management, its importance, its strategies, and approaches (proactive and reactive).

1.8.1. Classroom Management Definitions:

Classroom management is a concept that encompasses a diverse array of definitions and interpretations, reflecting its multifaceted nature and the various dimensions it entails. As articulated by Martin and Sass (2010) classroom management entails an “umbrella of definitions that include learning interactions, learning, and the behaviour of students” (p. 1125). Emmer and Stough (2010) also concur that definitions of classroom management are diverse, typically encompassing the actions undertaken by teachers to establish and maintain order, actively engage students in the learning process, and encourage their cooperation. Martin and Sass (2010) additionally suggest that classroom management “encompasses teacher efforts to oversee the activities of the classroom including student behaviour, student interactions and learning” (p. 1124). This indicates that classroom management involves the active involvement of teachers in supervising various aspects of classroom dynamics, such as student behaviour, interactions among students, and the learning process itself. In simpler terms, it implies that effective classroom management encompasses the teacher's role in maintaining order, fostering positive interactions among students, and facilitating learning experiences within the classroom.

In the same line of thought, Evertson & Weinstein (2006) in the first edition of the *Handbook of Classroom Management*, offer a definition that includes some widely agreed-upon components of classroom management (Emmer & Sabornie, 2015). They define classroom

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management as "[T]he actions teachers take to create an environment that supports and facilitates both academic and social–emotional learning . . . [I]t not only seeks to establish and sustain an orderly environment so students can engage in meaningful academic learning, it also aims to enhance students' social and moral growth" (p. 4). Furthermore, Doyle (1986) emphasized: "In most general terms, classroom management refers to the actions and strategies that teachers use to maintain order, through applying strategies and skills, the teacher have a central part in the enhancement of pupils' levels; and he shall offer a better learning environment available for students to learn effectively." (p. 397). Therefore, Doyle underscored the importance of teachers' efforts in effectively managing their classrooms, which includes employing various actions, strategies, and techniques to enhance student achievement and engagement while fostering an optimal learning environment. His conceptualization of classroom management encompassed tasks such as organizing the classroom layout, enforcing rules, addressing student misconduct, overseeing student activities, and implementing motivational incentives to ensure a conducive, productive, and supportive learning atmosphere. Doyle (1986) also notes that classroom management is often equated with classroom discipline, but it is much broader and includes the variety of activities teachers engage in to gain student cooperation and establish order. Brophy (2006) presents a similar definition: "Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities" (p. 17). This highlights the multifaceted nature of classroom management, encompassing various actions undertaken by teachers to foster a conducive learning environment.

Classroom management, as articulated by Wong and Rosemary (2001), encompasses the entirety of a teacher's actions to orchestrate the physical environment, allocate time, and organize materials to facilitate effective instruction and student learning. Emmer et al. (1997) reinforce this notion by emphasizing the critical role of meticulous planning in establishing classroom organization, rules, and procedures, which are essential for fostering student cooperation and adherence to classroom norms. Additionally, Marzano et al. (2003) define classroom management as "the proactive design and management of classroom procedures and routines that support the efficient and effective use of instructional time and maximize the chances of student learning and success". This underscores the proactive nature of classroom management, highlighting the

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strategic design and implementation of procedures and routines to optimize instructional time and promote student achievement.

Despite variations in emphasis, these definitions converge on the overarching goal of creating conducive learning environments. Henley (2010) accentuates the significance of classroom management as an indispensable teaching skill, emphasizing its role in minimizing disruptions and nurturing conditions conducive to students' intellectual and emotional development. Moreover, Henley advocates for proactive measures that empower students to exercise self-control, thereby enabling educators to devote more time to substantive academic instruction and related tasks.

Transitioning from these perspectives, it is evident that while the specific components and terminology may vary, the central tenets of classroom management remain consistent. Whether characterized by meticulous planning, proactive design, or the cultivation of student self-regulation, effective classroom management ultimately serves as the anchor for fostering optimal learning environments.

1.8.2. The Importance of Classroom Management:

Research underscores the crucial role of effective teaching in achieving educational objectives within educational institutions (Hattie, 2009). However, this effectiveness relies heavily on well-managed classroom environments. Studies indicate that inadequately managed classrooms hinder effective teaching and learning processes (Korpershoek et al., 2014). Consequently, classroom management emerges as an indispensable component of successful pedagogy. Effective classroom management not only establishes a conducive environment for learning but also cultivates a sense of order, engagement, and collaboration among students.

Effective classroom management is essential for creating an environment conducive to successful learning experiences. As Brophy (1986) emphasized, proficient management involves careful preparation of the physical space, establishment of clear rules and procedures, continuous monitoring of classroom activities, and maintaining smooth lesson pacing to sustain student engagement. This ensures that students are appropriately challenged, allowing for continuous progress with minimal confusion or frustration. In other words, Classroom management is crucial as it plays a significant role in creating an environment where learning can thrive. Effective

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classroom management ensures that activities run smoothly, transitions are orderly, and instructional time is maximized. It also helps in reducing disruptions, maintaining student engagement, and ultimately enhancing student achievement (Brophy, 1986). Furthermore, Studies have consistently demonstrated positive correlations between proficient classroom management and enhanced student performance (Freiberg et al., 2009). Furthermore, effective management practices are associated with increased levels of student engagement and reduced incidents of disruptive behaviour (2004).

In alignment with Brophy's perspective, Evertson & Weinstein (2006) underscore the pivotal role of classroom management in facilitating student learning. They highlight its function in promoting active student engagement and enabling teachers to effectively deliver instruction. Similarly, Marzano et al. (2003) stress the importance of well-managed classrooms in fostering an environment conducive to both teaching and learning, asserting that ineffective management can hinder the educational process. Conversely, when classrooms are well-managed, teaching and learning can thrive, leading to improved academic outcomes for students.

In summary, classroom management serves as a linchpin for successful educational experiences. By establishing order, promoting student engagement, and facilitating effective instruction, it creates an environment where teaching and learning can flourish. Failure to implement effective management strategies can impede the learning process, underscoring the critical importance of proficient classroom management practices.

1.8.3. Effective Classroom Management Strategies:

As mentioned above, effective classroom management is foundational to creating an environment conducive to student learning and success. Classroom management encompasses a range of strategies and practices aimed at organizing, guiding, and facilitating learning experiences within the educational setting. By implementing effective classroom management strategies, teachers can establish a positive and supportive learning environment, minimize disruptions, and maximize instructional time. This section explores various research-based strategies for effective classroom management, drawing from the literature to provide insights into establishing clear rules and procedures, managing seating arrangements, efficient time management, and building positive student-teacher relationship.

1.8.3.1. Establishing Clear Rules and Procedures:

Establishing and maintaining rules and procedures in the classroom plays a crucial role in effective classroom management. This process holds significant importance as it contributes to the overall organization, structure, and conducive learning environment within the classroom. Doyle (1986) clarifies that:

By setting rules, a teacher communicates his or her awareness of what can happen in a Classroom and demonstrates a degree of commitment to work. Students are thus able to acquire valuable information early in the year about a teacher's approach and Expectations for behaviour. The more explicit the rules and the more clearly, they are communicated, the more likely the teacher will care about maintaining order and not tolerate inappropriate and disruptive behaviour. But simply stating the rules is not enough. A teacher must also demonstrate willingness and an ability to act when rules are broken (p. 413).

This quote highlights the significance of setting rules in the classroom as a means of communication between the teacher and students. When a teacher establishes rules, they are not just dictating expectations; they are conveying their understanding of potential classroom dynamics and their commitment to creating a conducive learning environment. By clearly articulating these rules at the beginning of the school year, students gain insight into the teacher's approach to classroom management and their behavioural expectations. The clarity and explicitness of these rules are crucial, as they indicate the teacher's dedication to maintaining order and promoting positive behaviour. Furthermore, the quote emphasizes that merely stating the rules is insufficient. Teachers must also demonstrate their willingness and ability to enforce these rules consistently. This involves taking appropriate actions when rules are violated, thereby reinforcing the importance of adherence and accountability within the classroom.

Furthermore, Davies (2007) emphasizes the importance of students understanding what behaviour is acceptable and what is not. Establishing appropriate rules contributes to a predictable classroom environment, which in turn promotes discipline, reduces disruptions, and encourages students to exercise self-control. According to Marzano (2007, p. 118), rules serve as signposts for students, outlining the behaviours and standards deemed appropriate within the classroom. In other words, they act as a roadmap, guiding students towards expected conduct. By clearly defining these

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expectations, rules contribute to a harmonious learning environment, fostering an atmosphere where students can thrive academically while understanding the parameters of acceptable behaviour. He also suggests that rules not only provide structure but also contribute to creating a safe and predictable classroom environment (Marzano & Marzano, 2003; Evertson & Winsten, 2013).

In a similar vein, Hofmeister and Lubke illustrate the preventive function of rules in their work "Research into Practice" (1990, p. 164). They argue that rules should serve as a proactive measure to avoid unwanted behaviours. For instance, if a teacher repeatedly reprimands students for playing with items on their desks but fails to establish rules regarding desk organization for specific activities, they miss an opportunity for prevention. By implementing clear rules about desk space usage, teachers can effectively guide students in utilizing their workspace appropriately, not only in school but also in future professional settings. Essentially, rules serve as a proactive approach to minimize disruptions and foster a conducive learning environment.

Establishing rules and procedures at the beginning of the school year sets the tone for classroom expectations and behavior. For example, academic rules may include guidelines for completing assignments, participating in class discussions, and using classroom materials. Learning rules might involve expectations for group work, transitions between activities, and asking for help when needed. Behavioral rules could cover aspects like respecting classmates and the teacher, following instructions, and maintaining a positive attitude (Marzano & Marzano, 2003).

Consequences for breaking rules should also be clearly defined and consistently applied. For instance, if a student is disruptive during a lesson, the consequence might involve verbal warnings (Marzano & Marzano, 2003; Marzano et al., 2003)

While enforcing rules and consequences, teachers should strive to maintain a balance between authority and approachability. They should demonstrate professionalism and assertiveness, when necessary, while also fostering a supportive and friendly classroom atmosphere where students feel comfortable and respected (Marzano & Marzano, 2003). This balance helps build positive relationships between teachers and students, contributing to a more conducive learning environment.

1.8.3.2. Seating Arrangement:

The physical organization of a classroom is a crucial aspect of educational practice, with far-reaching implications for teaching effectiveness and student engagement. Not only does the layout of the classroom impact the ease with which instructional activities can be carried out, but it also influences the social dynamics among students and between students and teachers. Research suggests that a well-organized physical environment plays a crucial role in facilitating classroom activities (Simonsen et al., 2008). According to Siegel (1999), the spatial arrangement of a classroom significantly affects a teacher's ability to manage daily activities, establish relationships, and facilitate information sharing. After reviewing various sources, it becomes evident that choosing the right seating arrangement is a crucial aspect of effective classroom management, especially in language classrooms. Educators now have a range of seating arrangement options at their disposal, each offering unique advantages and challenges. These seating arrangements include; u-shaped arrangement, group seating arrangement, and orderly rows.

U-shaped Arrangement: The u-shaped seating arrangement has been widely recognized for its benefits in language classrooms. This layout usually consists of tables arranged in a semi-circular formation. This arrangement fosters a sense of equality among students and promotes closer teacher-student proximity, facilitating more intimate discussions and collaborative activities (Harmer, 1998). This layout allows teachers to maintain eye contact with all students, facilitating better engagement and reducing the likelihood of students being disengaged from learning activities. Lestari et al. (2016) emphasize the advantages of the u-shaped arrangement, highlighting how it enables teachers to have better control over classroom dynamics while providing students with a conducive environment for collaboration and peer assistance.

Group Seating: Another effective seating arrangement is sitting in groups, which promotes communication and collaboration among students. Lestari et al. (2016) suggest that group seating encourages a sense of togetherness and provides an ideal setting for practicing language skills through interactions in the target language. This arrangement is particularly beneficial for students who may be less inclined to speak up in class, as it creates a supportive environment for language learning. In other words, this arrangement encourages peer interaction and collaborative learning while providing students with a degree of autonomy over their workspace (Harmer, 1998).

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However, it may pose challenges for whole-class instruction, as students are more dispersed and may require additional management to maintain focus.

Orderly Rows: the orderly row seating style is the most popular and favoured for its ability to promote individual learning and accountability. It is where students are seated in straight lines facing the front of the classroom. Norazman et al. (2019) note that orderly rows provide students with the space to focus on their own assignments and learn independently. This arrangement is especially useful for activities that require individual concentration, as it minimizes distractions from peers. Additionally, this setup facilitates teacher-student interactions and lends itself well to whole-class instruction, such as lectures or presentations.

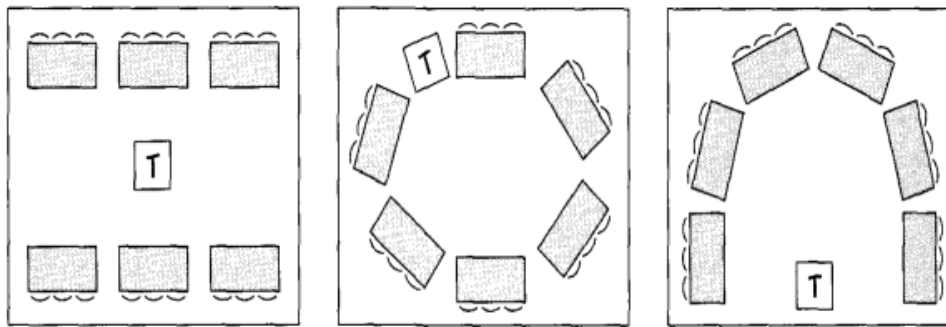


Figure 1.1: Alternative Seating Plans. (Scrivener. 2005, p. 8)

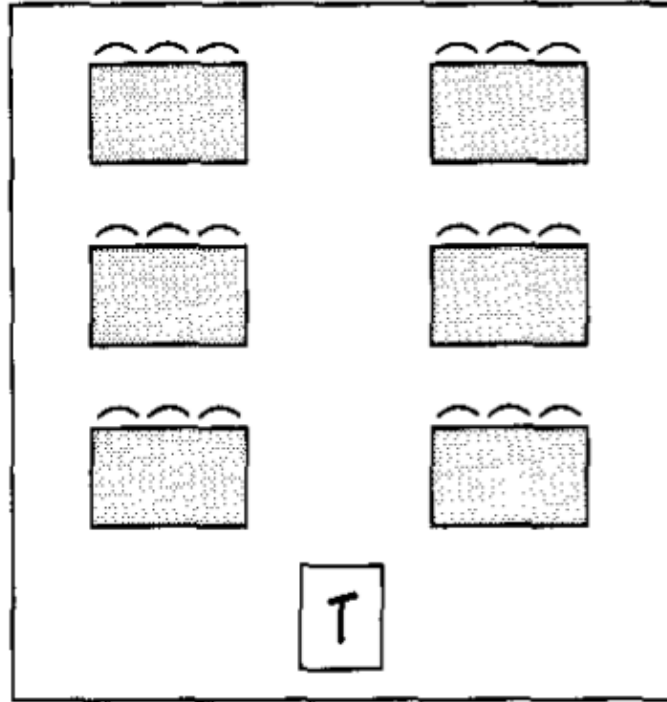


Figure 1.2: Traditional Row-based Seating Plans. (Scrivener. 2005, p. 88)

While there is no universal formula for classroom seating arrangements, it is widely acknowledged that teachers have the flexibility to arrange student groups in ways that suit their preferences and the specific characteristics of their classrooms (Pitner, 2013). According to Pitner, the ideal seating arrangement is one that aligns with the teacher's teaching style, fits within the physical dimensions of the classroom, and fosters a comfortable learning environment for students.

In considering classroom physical arrangements, it is important to recognize the significance of an organized environment in facilitating effective classroom dynamics (Simonsen et al., 2008). Research suggests that classrooms structured to minimize distractions and overcrowding tend to yield improvements in student behaviour, leading to greater levels of appropriate engagement and participation (Weinstein, 1977). This underscores the importance of creating an environment that supports the learning objectives and promotes positive interactions among students.

1.8.3.3. Time Management:

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Effective time management is a fundamental aspect of classroom management impacting both teacher productivity and learning outcomes. Lemlech (1999) observes that while some teachers possess a natural instinct for effective timing, others must cultivate this skill over time. Regardless, expert educators emphasize the significance of utilizing time appropriately in classrooms, recognizing it as a key factor for successful teaching and learning (Felix, 2011). Managing time effectively is essential for maintaining discipline and keeping students focused on their tasks. Therefore, teachers must exert control over classroom activities, including organizing the learning environment, planning lessons meticulously, and establishing realistic timelines for task completion. To illustrate, giving students excessive time for tasks can lead to boredom and disengagement. Therefore, both task-time and instruction time should be well planned and thought out to enhance learning and student engagement.

Moreover, Thornbury (2010) proposes that teachers should establish routines that students can easily recognize and follow. Although establishing these routines may require initial time investment, they ultimately contribute to efficient time management in the long run. Clear and specific instructions from teachers play a crucial role in this process, as they help minimize the need for repeated explanations, reduce confusion, and prevent the loss of valuable lesson time (Thornbury, 2010). By implementing recognizable routines and providing clear instructions, teachers can optimize classroom time, enhance student engagement, and create a conducive learning environment.

1.8.3.4. Building Positive Teacher-Student Relationship:

Building positive teacher-student relationships is a fundamental and effective classroom management strategy that plays a pivotal role in creating a supportive learning environment. Categorized under teacher-student relationship-focused interventions, this strategy underscores the significance of fostering supportive interactions between teachers and students to establish caring and conducive connections within the classroom (Wubbels et al., 1999). Research has consistently shown that positive teacher-student relationships are associated with a myriad of benefits for students, including improved academic performance, heightened motivation, enhanced social-emotional development, and decreased disruptive behaviour (Marzano & Marzano, 2013; Evertson & Weinstein, 2003). When teachers prioritize the cultivation of positive relationships with their students, it fosters a sense of trust, respect, and support within the classroom (Marzano et al., 2003).

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Moreover, this positive rapport creates a safe and inclusive learning environment where students feel valued, understood, and motivated to actively participate in their educational journey. Additionally, strong teacher-student relationships serve as an integral part of effective communication, conflict resolution, and behaviour management strategies within the classroom.

1.8.4. Proactive vs Reactive Classroom Management:

Classroom management strategies play a vital role in establishing an optimal learning atmosphere. These strategies fall into two broad categories: proactive and reactive, each carrying unique implications for teacher stress and student behaviour.

Proactive strategies are proactive measures aimed at preventing problem behaviours by reinforcing appropriate conduct and proactively adjusting the classroom environment. In other words, Proactive classroom management is a comprehensive approach that focuses on creating a supportive and structured learning environment through advance planning, clear expectations, and effective responses to potential challenges. According to Evertson and Weinstein (2006), proactive classroom management involves "the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning" (P. 4). This proactive approach extends beyond mere behaviour control to encompass strategies that prevent disruptions and promote positive interactions among students, teachers, and content. It emphasizes the importance of forethought, planning, and consideration of integrated systems that support students' social, emotional, and cognitive development. effective classroom management and professional development emphasizes the use of positive, preventive, and proactive strategies to both prevent student behaviour problems (Boulden, 2010; Carlson, Tired, Bender, & Benson, 2011; Sugai & Horner, 2002) (as cited in Emmer & Stough, 2010).

Proactive approaches involve methods such as praise, strategic seating arrangements, and establishing clear classroom rules and expectations (Epstein, Atkins, Cullinan, Kutash, & Weaver, 2008; Farmer et al., 2014). Proactive strategies are generally viewed as more beneficial compared to reactive ones, as experienced educators often prefer them to foster a positive classroom environment (Nagro et al., 2019; Alsamari & Althaqafi, 2021; Zuhra et al., 2022; Adhikari, 2022). Nagro et al. (2019) suggest that embedding proactive strategies within lesson plans can reduce behaviour problems and improve student engagement and achievements. Additionally, proactive management strategies focus on maximizing instructional time, balancing various instructional

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activities, and promoting student engagement through effective communication and support (Evertson & Poole, 2006).

In summary, proactive classroom management is a proactive and holistic approach that emphasizes creating a positive and structured learning environment through advance planning, clear communication, and supportive relationships. By implementing proactive strategies before students' arrival, during interactions with students, and in response to misbehaviour, teachers can establish a conducive learning environment that fosters academic growth, social-emotional development, and positive student outcomes.

On the other hand, reactive strategies refer to the actions taken by teachers in direct response to a problematic behaviour as soon as it arises. These responses typically involve prompts, verbal reprimands, or imposing consequences such as temporary removal from the classroom or withdrawal of privileges. Reactive strategies aim to deter disruptive behaviour by either imposing punishment or eliminating positive incentives through negative reinforcement. Reactive strategies, while commonly employed, tend to be associated with elevated teacher stress levels and reduced student focus (Clunies-Ross et al., 2008). Clunies-ross et al. (2008) conducted a study to investigate the relationship between primary school teachers' self-reported and actual use of classroom management strategies, and examined how the use of proactive and reactive strategies is related to teacher stress and student behaviour. They concluded that primary school teachers' use of predominantly reactive classroom management strategies is linked to increased teacher stress and decreased student on-task behaviour.

While proactive strategies are widely favoured in research for their effectiveness, the utilization of reactive strategies remains prevalent and sometimes indispensable in certain circumstances. However, an excessive dependence on reactive approaches has been associated with heightened teacher stress levels and the deterioration of both teacher-student and student-student relationships.

1.8.5. The Relationship Between Teacher Burnout and Classroom Management Strategies:

Research underscores the crucial role of effective teaching in achieving educational objectives within educational institutions (Hattie, 2009). However, this effectiveness relies heavily

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on well-managed classroom environments. And as mentioned above, teacher burnout can heavily impact the effectiveness of classroom management strategies. The paper by Jennings and Greenberg (2009) titled "The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes" delves into the critical role of teacher social and emotional competence (SEC) in shaping student and classroom outcomes. Moreover, the study focuses on how teacher well-being, specifically in terms of SEC and burnout, can impact classroom dynamics, teacher-student relationships, and overall classroom climate. Furthermore, the model emphasizes that teacher burnout, characterized by emotional exhaustion and reduced personal accomplishment, can significantly influence classroom management practices. Teachers experiencing burnout may struggle to effectively manage their classrooms, leading to suboptimal classroom climates and reduced effectiveness in handling disruptive behaviour. (Jennings & Greenberg, 2009). The research calls for additional studies to explore the complex links between teacher well-being, burnout, and classroom management practices. (Jennings & Greenberg, 2009).

Additionally, Aloe, et al (2014) found a significant relationship between classroom management self-efficacy and the three dimensions of burnout, indicating that teachers with higher levels of CMSE are less likely to experience burnout, which in turn can impact their ability to effectively manage their classrooms. This highlights the connection between teacher burnout and its potential impact on effective classroom management strategies. This citation provides support for the notion that addressing teacher burnout is crucial for promoting effective classroom management practices and overall teacher well-being.

In the same light, the longitudinal study conducted by Brouwers & Tomic (2000) on teacher burnout and perceived self-efficacy in classroom management offers valuable insights into the interplay between teacher well-being and classroom practices. With a sample of 243 secondary school teachers from the province of Limburg in the Netherlands, the study utilized structural equation modelling (SEM) to analyse the relationships between perceived self-efficacy and the dimensions of burnout over a five-month period. Brouwers & Tomic (2000) revealed that perceived self-efficacy had a longitudinal effect on depersonalization and a synchronous effect on personal accomplishment, highlighting the importance of self-efficacy beliefs in addressing teacher burnout. Additionally, teacher burnout can impact teachers' confidence and performance in implementing effective classroom management strategies. Emotional exhaustion, a core dimension of burnout,

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may lead to decreased self-efficacy in classroom management, affecting teachers' ability to handle classroom situations and student behaviour effectively (Brouwers & Tomic, 2000). This implies that burnout, particularly emotional exhaustion, can indeed affect effective classroom management by undermining teachers' confidence and competence in managing their classrooms.

Additionally, the study by Clunies-Ross et al. (2008) provides valuable insights into the relationship between teacher stress, classroom management strategies, and student behaviour in primary schools. The research methodology, which combined self-reported data with classroom observations, allowed for a comprehensive analysis of teacher practices and their impact on stress levels and student outcomes. The findings regarding the association between reactive management strategies and elevated stress levels align with existing literature on the negative effects of burnout on teacher well-being and effectiveness.

Moreover, the study by Clunies-Ross et al. (2008) sheds light on the crucial link between teacher burnout and classroom management strategies, providing evidence that teachers experiencing high levels of stress are more likely to rely on reactive approaches, which in turn can impact student behaviour negatively. These findings support the hypothesis that teachers with elevated burnout levels may struggle to effectively implement proactive classroom management strategies, leading to challenges in maintaining a conducive learning environment.

1.8.6. Conclusion:

To conclude, the literature review of the present study provided an extensive overview of the various conceptual framework of teacher burnout and classroom management. Moreover, it highlights the relationship between the two that requires further investigation and inquiry. The next chapter will provide the practical part of the present study to explore the impact of teacher burnout on the implementation of effective classroom management strategies.

Chapter Two

Research Methodology

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2. Introduction:

This chapter serves to outline the methodology employed in the study of the impact of teacher burnout on the implementation of effective classroom management strategies. It represents a shift from theoretical exploration to the practical implementation of research methods. Within this chapter, the present work aims to provide a detailed account of the methodological approach, including participant selection, research methodologies, and the contextual framework of the study. Additionally, this chapter describes the tools utilized for data collection, such as the Maslach Burnout Inventory (MBI), a supplementary questionnaire, and an observation checklist, chosen to navigate and investigate the study at hand. Each section is preceded by theoretical considerations, offering a rationale for our methodological decisions. This integration of theory and practice aims to provide a clear understanding of how the methodology aligns with the research objectives.

2.1. The Research Design:

This study aims to answer the following questions:

- How does teacher burnout impact the implementation of effective classroom management strategies?
- Are there any differences in the implementation of classroom management strategies between teachers with high levels of burnout versus those with low levels of burnout?
- How does teacher burnout impact the ability to establish and maintain positive student-teacher relationships, a key component of classroom management?

In order to answer the proposed questions, the following hypotheses were developed:

- Higher levels of teacher burnout will be associated with a decrease in the implementation of proactive and effective classroom management strategies.
- Teachers with high levels of burnout will exhibit a higher reliance on reactive classroom management strategies compared to teachers with low levels of burnout.
- Teacher burnout will negatively impact the establishment and maintenance of positive teacher-student relationships, leading to decreased student engagement and cooperation.

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With the aim of answering the questions and testing the hypotheses mentioned above, this study employs a qualitative case study design to comprehensively investigate the impact of teacher burnout on the implementation of effective classroom management strategies. Starman (1997) defines a case study as a comprehensive exploration of an individual, group, or phenomenon (as cited in Starman, 2013). Moreover, Simons (2009) provides a definition based on a critical review, stating that a case study is an in-depth exploration of the complexity and uniqueness of a project, policy, institution, or system in real life (as cited in Starman, 2013).

The utilization of a case study approach in this research, complemented by data collection tools such as the Maslach Burnout Inventory (MBI), an additional questionnaire, and structured observation which involves systematically recording participants' behaviours using an observation checklist, is grounded in its capacity to address the elaborate phenomenon at hand. Furthermore, case studies offer a holistic lens through which the research explores the dynamics at play in educational settings thoroughly and in depth, offering rich understanding, descriptions, and interpretation of the phenomenon. One of the primary justifications for employing a case study design lies in its ability to achieve high conceptual validity. In line with the insights provided by George and Bennett (as cited in Starman, 2013), case studies facilitate a detailed consideration of contextual factors, ensuring that the indicators used to measure theoretical concepts accurately reflect the complexity of the phenomenon being studied (Starman, 2013). This is particularly pertinent in the context of teacher burnout, where traditional measures may fail to capture the full extent of the issue. Through a contextualized comparison of individual cases, case studies enable researchers to refine conceptual understandings with a higher level of validity, even with a smaller number of cases. Moreover, through qualitative analysis, case studies offer the flexibility to consider a wide range of variables and interactions, providing valuable insights that may inform future research directions and intervention strategies.

According to Starman (2013), in case studies, inference relies on analytical induction rather than statistical induction. Analytical induction involves scrutinizing the relationships among various characteristics, processes, or events within a specific case to understand their interconnectedness. Even if these connections exist in a single case, they can hold theoretical significance, challenging the notion that generalization requires a large sample size (Mesec, 1998). Moreover, Stake (1980) emphasizes that case studies can facilitate generalization through the

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process of naturalistic generalization, wherein similarities across different contexts are recognized and understood. This perspective acknowledges that every case study contains elements of both the particular and the universal, allowing for nuanced insights that can inform broader theoretical frameworks (as cited in Starman, 2013). In the same light, Yin (2014) argues that the goal of a case study is to achieve analytic generalizability rather than statistical generalizability. In case study research, the emphasis is on gaining a deep understanding of a specific case or cases to develop theoretical propositions and insights that can be applied to similar contexts or settings. Analytic generalizability involves the ability to generalize findings and theoretical constructs to broader concepts or theories (as cited in Gentles et al., 2015). Yin's perspective highlights the importance of using case studies to generate rich, in-depth insights that contribute to theoretical understanding and knowledge development within a particular field or discipline. By focusing on analytic generalizability, case study research aims to produce findings that have relevance and applicability beyond the specific cases under investigation, contributing to the advancement of knowledge and theory in the respective area of study.

Overall, the adoption of a case study design in this research offers a solid framework for exploring the complex nature of teacher burnout and its implications for classroom practices. Through detailed examination of individual cases, this approach provides rich, contextually embedded insights that contribute to both theoretical understanding and practical implications for educators and policymakers.

2.3. Participants:

In research, the selection of a sample is crucial for determining the outcomes and insights of a study. Gentles et al. (2015) argue that the definition of sampling in qualitative research differs from the conventional understanding of sampling. While the popular definition as offered by Merriam-Webster Dictionary describes sampling as “the act, process, or technique of selecting a representative part of a population for the purpose of determining parameters or characteristics of the whole population.”. Sampling in qualitative research, as defined by Gentles et al. (2015), involves the deliberate and systematic selection of specific data sources, such as participants, to gather information that addresses the research objectives. It is a strategic process of choosing a representative subset of the population under study to gain insights, make inferences, and draw conclusions relevant to the research inquiry. Sampling in qualitative research is not about achieving

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statistical representativeness but rather about capturing diverse perspectives, experiences, and contexts to deepen understanding and generate rich, nuanced data for analysis. As mentioned above, this refined approach to sampling in qualitative research, which prioritizes capturing diverse perspectives and in-depth insights rather than statistical representativeness, can lead to the concept of analytic generalizability. Analytic generalizability in qualitative research refers to the extent to which the findings, interpretations, and conclusions drawn from a study can be transferred or applied to similar contexts or settings. By selecting data sources purposefully and systematically to address specific research objectives, qualitative researchers can uncover patterns, themes, and insights that have relevance beyond the immediate study participants.

As indicated above, this study employs a sample that is comprised of five teachers of English as a Foreign Language (EFL) from Brothers Wali High School, consisting of four female teachers and one male teacher that have different range of teaching experiences. The selection of these specific participants aligns with a purposeful sampling method commonly employed in qualitative research. Purposeful sampling involves deliberately selecting individuals or cases that can provide rich and diverse perspectives relevant to the research objectives. In addition, Creswell (2013) emphasizes that qualitative research prioritizes in-depth understanding over the number of participants. The goal is to collect rich, detailed data that provides deep insights into the phenomenon under study. Creswell (2013) states, “Qualitative research focuses on obtaining detailed and rich descriptions of participants' experiences. This often means smaller sample sizes as researchers delve deeply into individual cases or experiences” (Creswell, 2013, p. 157). Moreover, he argues that in qualitative research that seeks to the essence of experiences, typically involve small numbers of participants, often between 5 to 25 individuals.

2.4. Data Collection Tools:

Different methods and strategies are employed to collect data, often chosen based on the specific research inquiries and goals outlined in the current dissertation. Any method utilized to gather information for a study is referred to as a research tool or instrument. Among the prevalent ones are observations, interviews, and questionnaires.

This chapter primarily examines the research tools employed in this study: the Maslach Burnout Inventory (MBI), questionnaire, and structured observation where an observation

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checklist was used to guide the documentation of behaviours. For the purpose of data collection, three distinct research instruments were chosen. The MBI was utilized to assess and evaluate burnout levels among the selected sample. A questionnaire was employed to investigate and gather data on self-reported teacher burnout and the utilization of classroom management strategies. Lastly, structured observation was conducted to directly observe teachers in their natural settings by using an observation checklist, aiming to validate reported practices and identify any discrepancies.

2.4.1. The Maslach Burnout Inventory:

The Maslach Burnout Inventory (MBI) is a widely recognized and extensively used psychological assessment tool designed to measure burnout levels among individuals, particularly in occupational settings (Maslach et al., 1997). Developed by Christina Maslach and Susan E. Jackson in the 1970s, the MBI has since become a standard instrument for assessing burnout across various professions, including education, healthcare, and social services. This widely used and validated instrument assesses three dimensions of burnout: emotional exhaustion, depersonalization, and reduced personal accomplishment. The MBI consists of 22 items, with separate subscales for each dimension.

Emotional Exhaustion Subscale: The emotional exhaustion subscale assesses feelings of being emotionally overextended and depleted of one's emotional resources. It consists of 9 items, each representing a statement related to feelings of emotional exhaustion. Examples of items include statements like "I feel emotionally drained from my work" and "I feel used up at the end of the workday.". Respondents rate the extent to which they experience on a Likert scale that ranges from 0 (never) to 6 (every day). Scores on this subscale range from 0 to 54, with higher scores indicating greater emotional exhaustion.

Depersonalization Subscale: The depersonalization subscale assesses an impersonal and detached response toward the recipients of one's service, care, or instruction. This subscale consists of 5 items, each representing a statement related to feelings of detachment and cynicism towards others. Examples of items include statements like "I've become more callous toward people since I took this job" and "I feel I treat some recipients as if they were impersonal objects." Respondents rate the extent to which they experience these feelings on a Likert scale ranging from 0 (never) to

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6 (every day). Scores on this subscale range from 0 to 30, with higher scores indicating greater levels of depersonalization.

Personal Accomplishment Subscale: The personal accomplishment subscale assesses feelings of competence and successful achievement in one's work. This subscale consists of 8 items, each representing a statement related to feelings of professional efficacy and personal success. Examples of items include statements like "I feel I'm positively influencing other people's lives through my work" and "I have accomplished many worthwhile things in this job." Respondents rate the extent to which they experience these feelings on a Likert scale that ranges from 0 (never) to 6 (every day). Scores on this subscale range from 0 to 48, with higher scores indicating a greater sense of personal accomplishment. However, for the purpose of assessing burnout, lower scores on this subscale suggest higher burnout levels.

For each subscale, participants responded to the items on a 7-point Likert scale ranging from 0 (never) to 6 (every day). It takes about 10 minutes to complete, and by summing the scores across items, the researcher can quantify burnout levels for each dimension and overall. It is important to note that the MBI is a copyrighted instrument, and it was purchased for use in this study. Moreover, The MBI was employed to evaluate burnout within the chosen sample, aiding in the identification of teachers exhibiting both the highest and lowest levels of burnout. Based on the results, classroom observations were conducted on two chosen teachers—one experiencing high levels of burnout and another with low levels—in order to examine their respective classroom management strategies. Therefore, the decision to utilize the Maslach Burnout Inventory (MBI) in this study stemmed from its well-established validity and reliability as a comprehensive tool for assessing burnout across various professions, including education. Given the demanding nature of the teaching profession and the prevalence of burnout among educators, the MBI offered a suitable means to systematically evaluate burnout levels among teachers in the selected sample. By identifying teachers with both high and low levels of burnout, the MBI served as a crucial instrument in facilitating a comparative analysis of classroom management strategies. This approach allowed for a detailed examination of how burnout might impact teachers' effectiveness in implementing classroom management techniques. It is crucial to mention that the full Maslach Burnout Inventory (MBI) won't be included in the appendices due to its status as a copyrighted instrument. Instead, only a description of the MBI will be provided (see appendix A) to respect

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copyright laws and intellectual property rights. Including the entire MBI would risk infringing on the copyright holder's rights, whereas providing a description allows readers to understand the instrument's purpose and methodology without violating copyright regulations. This approach ensures compliance with legal standards while still offering valuable information about the MBI for reference.

2.4.2. Questionnaire:

A questionnaire is a structured research instrument consisting of a series of questions designed to gather data from respondents. Merriam Webster dictionary defines it as “a set of questions for obtaining statistically useful or personal information from individuals”. A questionnaire, as described by Trobia (2008), is a collection of questions disseminated to seek responses and gather data that can be analysed and interpreted. Essentially, it serves as a series of inquiries designed to obtain genuine information. Widely acknowledged as the primary tool in survey research, it plays a pivotal role in soliciting authentic responses. In this context, researchers need to be aware of the critical importance of meticulously designing and composing questionnaires. It is imperative that the questionnaire items are clear and devoid of any ambiguity or leading questions that might influence respondents' answers.

Moreover, questions in a questionnaire can be categorized as either open-ended or closed-ended. In open-ended questions, respondents have the freedom to articulate their thoughts in their own words, necessitating adequate space for comprehensive answers. Moreover, adherence to the fundamental principles of validity, reliability, and objectivity is paramount in questionnaire design. Additionally, the questionnaire remains the favoured and efficient tool for data collection due to its cost-effectiveness and time-saving benefits. Its versatility in accommodating different types of responses makes it applicable to a diverse range of research contexts. However, drawbacks include the absence of direct engagement with respondents, which may result in incomplete or unanswered questions.

2.4.2.1. Description of the Questionnaire:

In the present study, a questionnaire was distributed to five EFL teachers in the Brothers Wali high school as mentioned previously. The current questionnaire consists of both close-ended

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and open-ended questions. The questionnaire (see appendix B) was designed to gather data from teachers to investigate the impact of teacher burnout on the implementation of effective classroom management strategies. The questionnaire is divided into three main sections: personal information, teacher burnout, and classroom management.

Section One:

This section collects basic personal information about the participants, including gender, age, teaching experience, and the typical number of students in their classrooms. The purpose of collecting this information is to understand the sample population better and determine if there are any correlations between demographic factors and the levels of burnout or the implementation of classroom management strategies.

Section Two:

This second section aims to assess the level of burnout experienced by the participating teachers. The questions in this section are based on the Maslach Burnout Inventory (MBI), a widely used and validated tool for measuring burnout. The MBI assesses three key aspects of burnout: emotional exhaustion, depersonalization (detachment or indifference towards students), and a reduced sense of personal accomplishment. This section is composed of three close-ended questions, where respondents are given choices to tick the appropriate answer. The first question in this particular section directly assesses the emotional exhaustion component of burnout, which is characterized by feelings of being emotionally overextended and depleted of emotional resources. The third question evaluates the depersonalization aspect of burnout by assessing the teacher's level of cynicism or negative feelings towards their students. Lastly, the fifth question addresses the personal accomplishment component of burnout, which involves feelings of competence and successful achievement in one's work.

Section Three:

The third and final section of this questionnaire focuses on the teacher's implementation of classroom management strategies and explores whether burnout levels influence their approach to managing student behaviour. Within this section, teachers provide self-reported insights by responding to a range of questions concerning their utilization of various classroom management techniques. It comprises six questions, encompassing a mix of open-ended and closed-ended

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questions. The first question in this final section assesses the use of positive reinforcement, which is a proactive classroom management strategy that can contribute to a positive learning environment and encourage desired behaviours. The second question is an open-ended question allows participants to describe their proactive strategies for creating a positive classroom environment, which can help prevent behaviour problems from occurring in the first place. The third question evaluates the clarity of the teacher's expectations and rules, which are essential for effective classroom management. Clear expectations and rules help students understand what is expected of them and can reduce behaviour issues. The fourth question explores the reactive strategies teachers use to address disruptive behaviour, such as verbal warnings, time-outs, or referrals to administration. The "Other – specify" option allows participants to provide additional strategies they use. The fifth question is another open-ended question allows participants to explain their approach to addressing challenging behaviour while minimizing disruptions to the learning environment, which is an important aspect of effective classroom management. The final question directly addresses whether teacher burnout impacts the implementation of effective classroom management strategies. The multiple-choice options provided allow participants to indicate the frequency with which they feel that stress and burnout affect their ability to manage their classrooms effectively. If the participant responds that stress and burnout affect their ability to implement effective classroom management strategies (by selecting "Sometimes," "Often," or "Always"), they are then prompted with a follow-up open-ended question that allows participants to elaborate on their experiences and provide specific examples of how stress and burnout have hindered their ability to manage their classrooms effectively.

2.4.3. Structured Observation:

Structured observation is a systematic method of data collection where the researcher thoroughly records behaviours, events, or conditions according to a pre-defined set of criteria or categories. Satapathy (2023) confirms that: “These structured observations are systematic and organized in nature in their processing as they help researcher to decide beforehand what is to be observed, how it is to be observed and how the data are to be recorded and controlled” (p. 155). An observation checklist is a tool commonly used in structured observation. Satapathy (2023) defines an observation checklist as a list of specific behaviours, events, or characteristics that the researcher is looking for during the observation. The checklist helps the researcher to

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systematically note down and track the presence or absence of these predefined items during the observation process. Checklists are useful for ensuring consistency in observations, providing a clear framework for data collection, and facilitating the analysis of observed data.

The utilization of structured observation guided by an observation checklist that lists specific behaviours to be recorded, in the present study serves multiple essential purposes. Firstly, the checklist ensures standardization by guiding the observer to focus on and record the same specific behaviours and strategies related to classroom management and teacher burnout. This consistency across observations enhances the reliability of the data collected. Secondly, the checklist provides a focused approach, allowing the researcher to concentrate on key indicators that are relevant to the research questions. By outlining specific behaviours and strategies to observe, the checklist helps target data collection efforts on critical aspects influenced by teacher burnout. Additionally, the checklist promotes efficiency by streamlining the observation process with a clear framework for data collection. Moreover, the checklist enhances objectivity in data collection by guiding the observer to look for predefined behaviours and strategies from previous validated research (Marzano & Marzano, 2003; Marzano et al., 2003; Maslach & Leiter, 2016), reducing the introduction of personal biases or interpretations. This objectivity is crucial for accurately reflecting observed behaviours in the data collected. Lastly, the checklist contributes to the validity and reliability of observations by aligning them with specific classroom management strategies under investigation, thereby strengthening the overall quality of research outcomes.

2.4.3.1. Description of the Structured Observation:

The observation checklist used in this study is a comprehensive tool designed to systematically evaluate various aspects of classroom dynamics, teacher behaviour, and student engagement. The checklist is divided into four main sections, each targeting specific areas of interest in understanding the impact of teacher burnout on classroom management strategies. These structured observations are systematic and organized in nature in their processing as they help researcher to decide beforehand what is to be observed, how it is to be observed and how the data are to be recorded and controlled.

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Section One:

The first section, which explores 'Classroom Environment', focuses on assessing the physical setting and organization of the learning space. Items such as the overall organization, seating arrangements, and accessibility of learning materials are evaluated. The rationale behind this section is that an effective classroom environment can contribute to student engagement, participation, and overall learning outcomes. A well-organized and structured environment can facilitate better classroom management practices.

Section Two:

The second section, which examines 'Teacher Behaviour', delves into the specific actions, interactions, and strategies employed by the teacher during the instructional process. This section aims to capture various aspects of the teacher's behaviour, including communication of expectations, warmth and approachability, use of positive reinforcement, rapport-building, time management, monitoring of students, promotion of self-regulation, and response to misbehaviour. The aim behind this comprehensive section is to gain insights into the teacher's classroom management techniques, their ability to establish a positive learning environment, and their capacity to effectively address and prevent disruptive behaviour.

Section Three:

The third section, titled 'Students' Behaviour', shifts the focus to the observable behaviours and engagement levels of the students within the classroom setting. The checklist evaluates factors such as student engagement with the lesson, enthusiasm and interest in learning activities, task focus, adherence to classroom rules and behavioural expectations, respectful interactions with peers and adults, and timely task completion. Firstly, it allows the researcher to understand how the teacher's burnout levels, and classroom management strategies may influence student behaviour, engagement, and overall classroom dynamics. Secondly, it provides insights into the reciprocal relationship between teacher behaviour and student conduct, as students' actions can also shape the teacher's approach and level of burnout.

Section Four:

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Finally, the fourth section, entitled ‘Teacher Burnout Indicators’, directly addresses the potential signs and manifestations of burnout exhibited by the teacher. The checklist evaluates indicators such as emotional exhaustion, fatigue, irritability, apathy towards teaching responsibilities, overwhelm or stress when managing classroom dynamics, lack of enthusiasm or engagement in interactions with students, indifference or cynicism towards student concerns, and a lack of empathy or emotional connection during interactions. The aim of this section is to establish a direct connection between the observed teacher behaviour, classroom management practices, and their reported or perceived levels of burnout. By identifying these indicators, the researcher can better understand the impact of burnout on the teacher's ability to implement effective classroom management strategies and maintain a positive and engaging learning environment.

By combining these four comprehensive sections, the observation checklist serves as a powerful tool for the researcher to systematically collect data across various domains, enabling them to identify patterns, correlations, and potential causal relationships between teacher burnout and classroom management strategies.

2.5. Conclusion:

This chapter detailed the key methods chosen for the current study, providing a thorough explanation of the research methodology employed. It described the context of the investigation and the participants involved. Additionally, it discussed the data collection instruments used, including the Maslach Burnout Inventory (MBI), the questionnaire, and the structured observation checklist, along with the rationale for selecting these tools. The following chapter will focus on discussing the findings, analysing the data, and offering recommendations.

Chapter Three

Data Analysis and Recommendation

3. Introduction:

The previous chapters of this dissertation focused on the theoretical framework to provide an understanding of the research topic, followed by a practical segment that outlined the research methodology. This included identifying the population, detailing the research methods and data collection tools, and describing the procedures and instruments used. The present chapter delves into the analysis and interpretation of data gathered from the Maslach Burnout Inventory (MBI), the questionnaire, and the structured observation checklist. Moreover, the quantitative data analysis is displayed through graphs, charts, and tables, while the qualitative analysis derives from the open-ended questions and the observation checklist utilized in the study. Additionally, the chapter concludes with recommendations based on the findings.

3.1. Data Analysis Process:

In order to obtain data from participants, the Maslach Burnout Inventory (MBI), supplemented by an extra questionnaire and structured observation checklist were utilised. In this phase of the present dissertation, this section seeks to discuss and analyse the acquired data from the mentioned research instruments, aiming to answer and address the research questions and hypotheses.

3.1.1. Analysis of the Maslach Burnout Inventory:

The Maslach Burnout Inventory (MBI) was administered to a group of five English as a Foreign Language (EFL) teachers at Brothers Wali High School to assess their levels of burnout across all three dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment. This step aimed to gain insights into the extent of burnout experienced by these educators within the school environment. Alongside the MBI, a questionnaire was also distributed to gather comprehensive data. During the distribution process, we took the opportunity to thoroughly brief the participants on the study's objectives, emphasizing the significance of providing honest and individual responses. We encouraged the teachers to express their thoughts candidly, assuring them of confidentiality and anonymity. Our goal was to establish a supportive and secure atmosphere where they felt comfortable sharing their experiences and viewpoints openly. It is important to note that the Maslach Burnout Inventory and the additional questionnaire were simultaneously handed to the participants, however this section is ought to analyse and

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discuss the findings of the MBI. As mentioned above, the Maslach Burnout Inventory (MBI) is a copyrighted tool, and to adhere to copyright laws only a description of the instrument will be provided (see appendix A).

Emotional Exhaustion:

As stated in the literature review, emotional exhaustion is a core dimension of burnout and a critical dimension in the Maslach Burnout Inventory (MBI). It encapsulates feelings of being emotionally drained and depleted as a result of work-related stressors. Scoring within this dimension typically involves respondents rating the frequency with which they experience specific feelings related to emotional exhaustion on a Likert scale, ranging from "never" to "every day." Examples of items include statements like "I feel emotionally drained from my work" and "I feel used up at the end of the workday.". Higher scores indicate a greater level of emotional exhaustion, highlighting a heightened susceptibility to burnout.

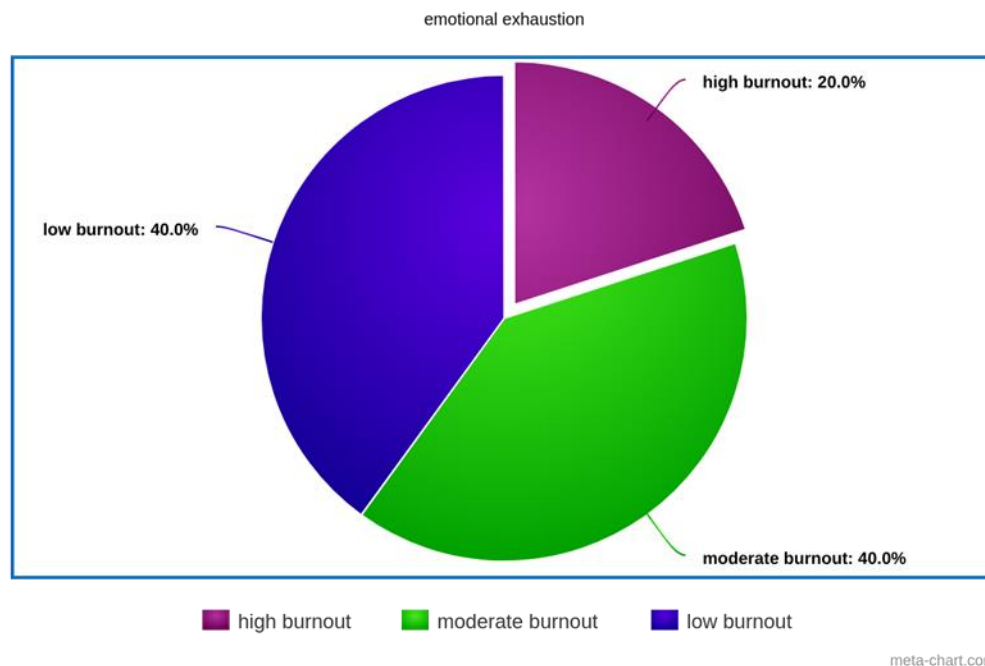


Figure 3.3: Emotional Exhaustion Dimension

The pie chart provides a visual representation of the distribution of emotional exhaustion levels among the participants. At first glance, it is evident that a significant proportion of the participants are experiencing concerning levels of emotional exhaustion. Specifically, 20% of the

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participants scored high burnout in emotional exhaustion, indicating they are likely feeling emotionally drained, overwhelmed, and depleted of their emotional resources. Furthermore, an additional 40% of the participants scored moderate levels of emotional exhaustion, suggesting that while they may not be at the highest risk, they are still experiencing substantial emotional strain. Combined, a staggering 60% of the participants exhibited moderate to high levels of emotional exhaustion, which is a core component of burnout syndrome (Maslach & Jackson, 1981). This can have profound consequences for their classroom management abilities since teachers experiencing high levels of emotional exhaustion may struggle to maintain the emotional resilience and energy required to consistently implement effective classroom management strategies. Moreover, 40% of the participants scored low levels of emotional exhaustion.

Depersonalization:

Depersonalization is the second component of burnout syndrome that was assessed in this study. Depersonalization refers to an impersonal and detached response towards others, often manifesting as a cynical or indifferent attitude towards one's work or the individuals involved in that work environment. It is characterized by a lack of empathy, emotional distance, and a tendency to view others as mere objects rather than human beings. Depersonalization can have detrimental effects on interpersonal relationships, job satisfaction, and the overall quality of service or care provided. In the context of this research, depersonalization levels were measured among the participants in the same way emotional exhaustion was measured using a Likert scale that assesses emotions related to depersonalization, examples of the items include statements like "I've become more callous toward people since I took this job" and "I feel I treat some recipients as if they were impersonal objects." The following section presents and analyses the findings related to this aspect of burnout.

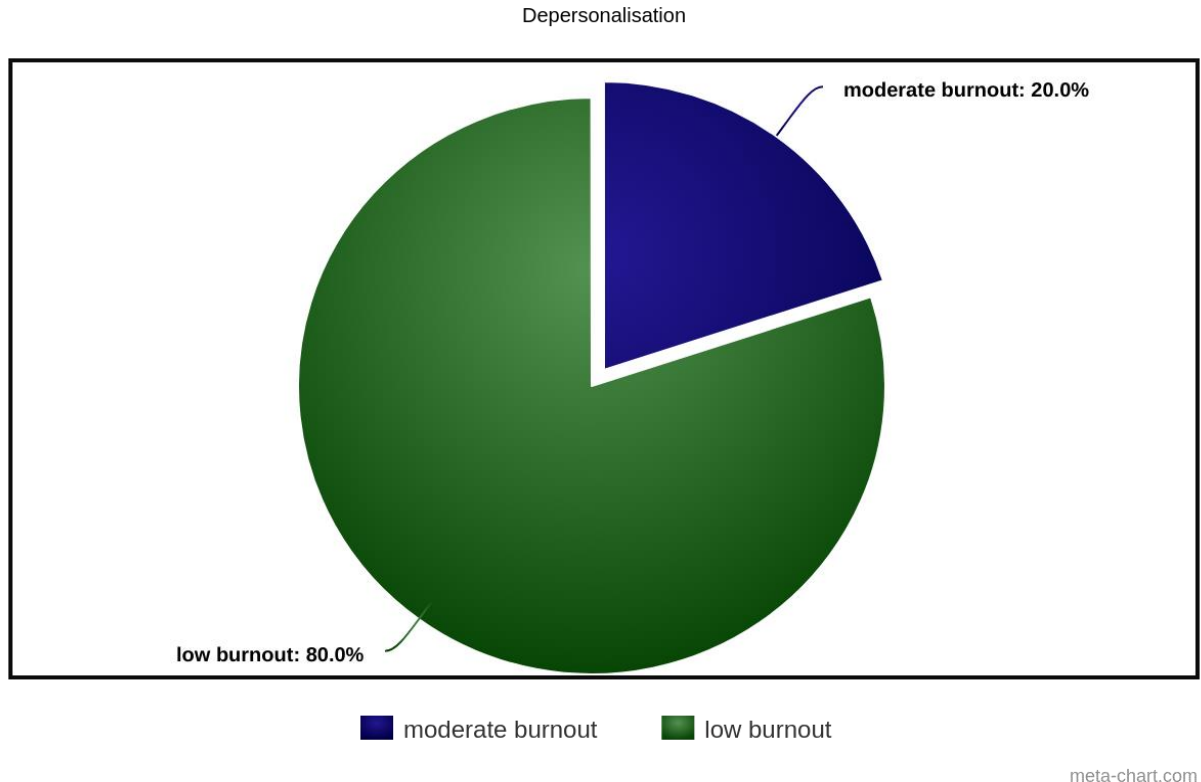
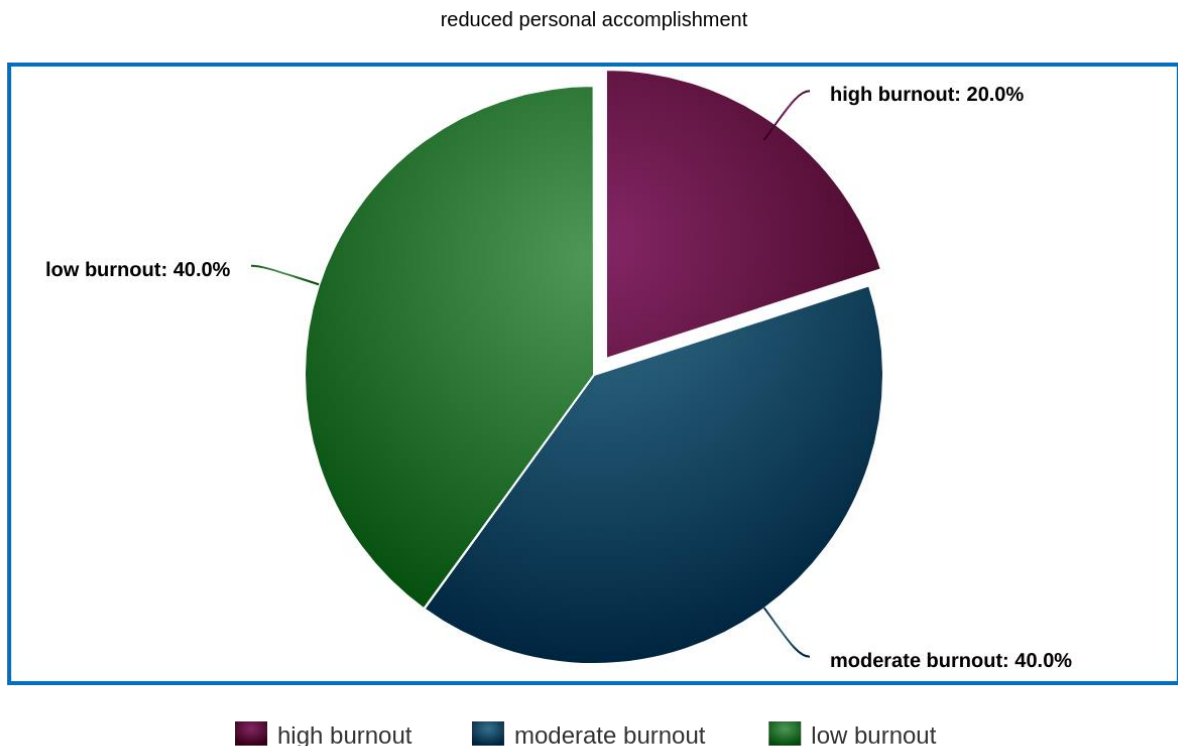


Figure 3.4: Depersonalisation

As demonstrated in the visual above, none of the participants (0%) scored high levels of burnout in depersonalization. This finding suggests that the studied population does not exhibit significant levels of cynicism, indifference, or detachment towards their work or the individuals they interact with. However, it is noteworthy that 20% of the participants (1 out of 5) scored moderate levels of depersonalization. While not at the highest risk, this segment of the population may experience some degree of detachment or indifference towards their work, or the people involved in their work (i.e. students and coworkers). Teachers experiencing moderate levels of depersonalization may struggle to build meaningful connections with their students, which can hinder their ability to implement effective classroom management strategies. Moderate levels of depersonalization can have implications for job satisfaction, interpersonal relationships, and overall well-being. Additionally, the majority of the participants, constituting 80% (4 out of 5), scored low levels of depersonalization. This finding indicates that most individuals in the studied population maintain a positive and engaged attitude towards their work and the people they interact with, which is crucial for maintaining healthy relationships and effective job performance.

Reduced Personal Accomplishment:

The third and final component of burnout evaluated in this study is reduced personal accomplishment. Reduced personal accomplishment refers to a diminished sense of competence, productivity, and achievement in one's work. Individuals experiencing reduced personal accomplishment often feel dissatisfied with their job performance and question their abilities to contribute meaningfully. This can lead to feelings of inadequacy, low self-esteem, and a lack of motivation. Similar to the other subscales, reduced personal accomplishment is measured using a Likert scale, where participants rate the extent to which they feel these emotions. Examples of items include "I feel I'm positively influencing other people's lives through my work" and "I have accomplished many worthwhile things in this job." The following visual pie chart represents the results of the third component of Burnout scored similarly to other burnout components, with lower scores indicating higher levels of burnout.



meta-chart.com

Figure 3.5: Reduced Personal Accomplishment

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The data reveals that 20% of the participants (1 out of 5) scored high levels of burnout in reduced personal accomplishment, while an additional 40% (2 out of 5) scored moderate levels. Collectively, 60% of the participants exhibited moderate to high levels of reduced personal accomplishment, indicating that a substantial proportion of the studied population is grappling with a lack of perceived accomplishment and professional fulfilment. Teachers experiencing high levels of reduced personal accomplishment may struggle with feelings of inadequacy, low self-esteem, and a lack of motivation, which can directly impact their ability to implement effective classroom management strategies. A diminished sense of competence and achievement can undermine teachers' confidence in their ability to establish and maintain a positive learning environment, manage student behaviour, and foster a productive classroom dynamic. the remaining 40% of the participants (2 out of 5) scored low levels of reduced personal accomplishment, suggesting that they maintain a sense of competence, productivity, and achievement in their work.

Overall Burnout Levels:

Based on the data from the three dimensions of burnout (emotional exhaustion, depersonalisation, and reduced personal accomplishment) the following findings were obtained.

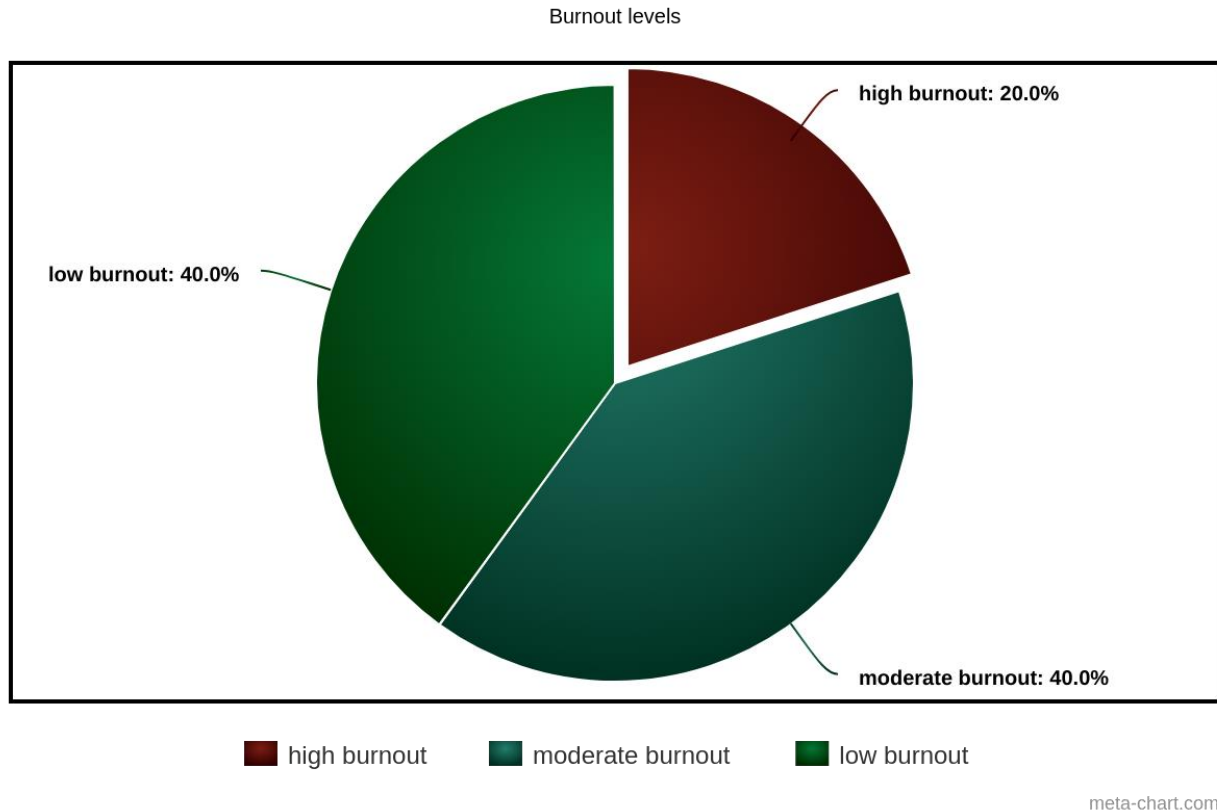


Figure 3.6: Burnout Levels

Based on the analysis of the overall results of the three dimensions of the Maslach Burnout Inventory (MBI) from a sample of five EFL (English as a Foreign Language) teachers, there are varying levels of burnout among the participants. The data indicates that 20% of the teachers (one individual) exhibit high burnout levels, characterized by significant emotional exhaustion and a reduced sense of personal accomplishment. Furthermore, 40% of the teachers (two individuals) fall into the moderate burnout category, experiencing some degree of emotional exhaustion and reduced personal accomplishment. The remaining 40% of the teachers (two individuals) exhibit low burnout levels, suggesting they generally maintain their emotional well-being and sense of personal accomplishment.

3.1.2. Analysis of Teachers' Questionnaire:

The additional questionnaire was addressed to the sample population of EFL teachers at Brothers Wali High School. This questionnaire includes both close-ended and open-ended questions. The purpose of the questionnaire (see Appendix B) is to collect data from teachers to

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explore the impact of teacher burnout on the implementation of effective classroom management strategies.

Personal information:

This section provides personal information about the sample, including their age, gender, teaching experience, and the average number of students in their classrooms.

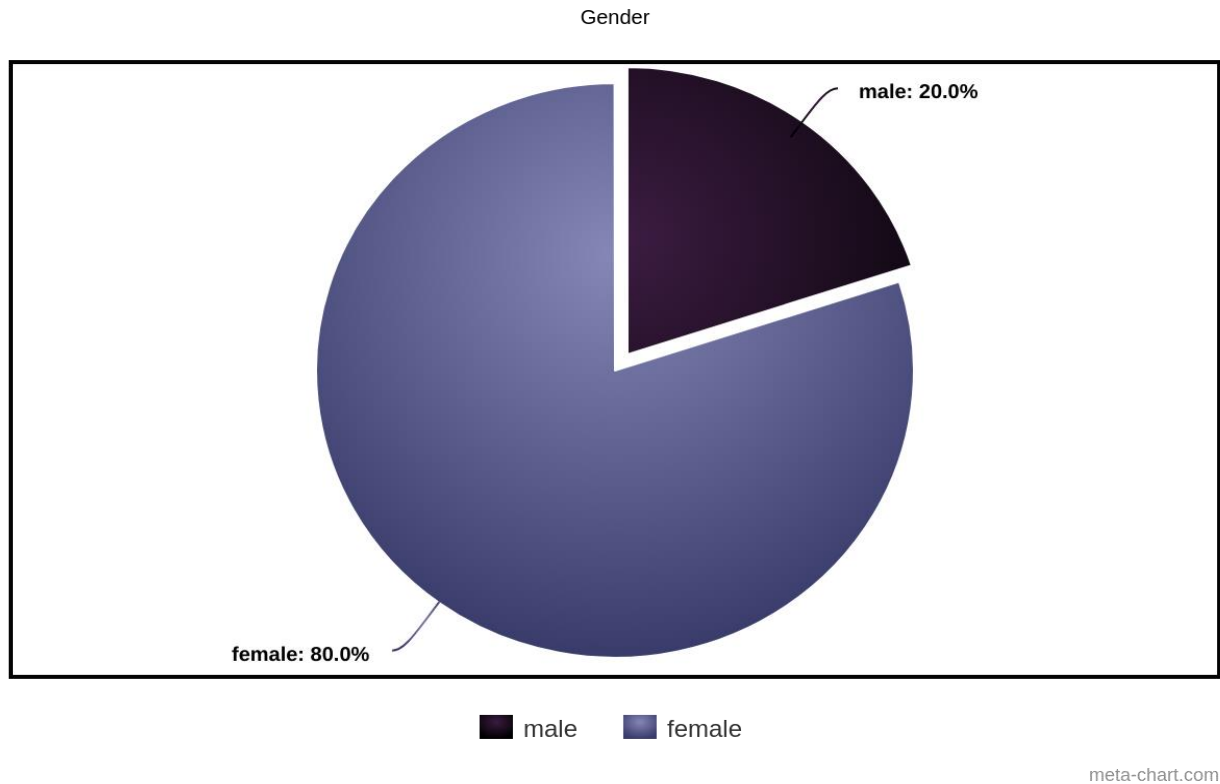


Figure 3.7: Teachers' Gender

The visual above, represents the gender distribution among the sample of five EFL teachers at Brothers Wali high school. it is notable that the sample for this study consists predominantly of female teachers, with 80% (4 teachers) being female and only 20% (1 teacher) being male. This gender distribution is consistent with broader trends in the teaching profession, where women are overrepresented, particularly in language education. According to a report by the UNESCO Institute for Statistics (2020), a significant majority of teachers globally are female, a trend that is also reflected in the field of language teaching. Analysing the burnout levels across different genders reveals important insights. The single male teacher reported low burnout, while the female teachers exhibited varied burnout levels, ranging from low (1 participant), moderate (2 participants),

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to high (1 participants). The male teacher reporting low levels of burnout may align with previous research that indicate low emotional exhaustion among men.

Participants	Age	Burnout levels
1 (male)	51	low
2 (female)	52	high
3 (female)	45	moderate
4 (female)	40	low
5 (female)	34	moderate

Table 3.1: Teachers' Age

The results show that, the oldest participant reported high levels of burnout across various dimensions of the MBI – high emotional exhaustion, moderate depersonalization, and low personal accomplishment. In contrast participant one, aged 51, reported low levels of burnout across different burnout dimensions – low emotional exhaustion, low depersonalization, and moderate personal accomplishment, similarly participant 3 also exhibited low burnout levels. In addition, participants 3 & 5, ages 45 and 34, showed moderate levels of burnout especially across the dimension of emotional exhaustion.

participants	Teaching experience	Burnout levels
1 (male, 51)	16+	low
2 (female, 52)	16+	high
3 (female, 45)	11-15	moderate
4 (female, 40)	11-15	low
5 (female, 34)	34	moderate

Table 3.2: Teaching Experience

The data reveals an intriguing observation regarding the relationship between teaching experience and burnout levels. Participants 1 and 2, both with 16 or more years of teaching experience, reported contrasting levels of burnout. Participant 1 experienced high levels of burnout across all three dimensions of the MBI, with high emotional exhaustion, moderate depersonalization, and low personal accomplishment. In contrast, Participant 2 reported low levels of burnout, with low emotional exhaustion, low depersonalization, and moderate personal accomplishment.

Participants 3 and 4, with 11-15 years of teaching experience, also exhibited contrasting burnout levels, with Participant 3 reporting moderate levels of burnout and Participant 4 reporting

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low levels of burnout. Participant 5, with the least teaching experience (1-5 years), reported moderate levels of burnout, similar to Participant 3.

This discrepancy suggests that teaching experience alone may not be a reliable predictor of burnout levels. This aligns with previous studies such as (Zabel & Zabel, 2001) that have found no link regarding burnout rates and the number of years a teacher has been in the field.

Participants	Number of students	Burnout levels
1 (male, 51)	28-35	low
2 (female, 52)	40-45	high
3 (female, 45)	35-40	moderate
4 (female, 40)	30-38	low
5 (female, 34)	30-40	moderate

Table 3.3: Average Number of Students

Teachers were asked to report on the average or typical number of students they have in their classrooms. The data reveals a notable pattern between the number of students an EFL teacher is responsible for and their reported burnout levels, as evidenced by the MBI results. Participant 2, a 52-year-old female teacher with 40-45 students, reported high levels of burnout across all three dimensions of the MBI – high emotional exhaustion, moderate depersonalization, and low personal accomplishment. This finding aligns with the notion that a heavier workload, as represented by a larger number of students, can contribute to increased stress and emotional exhaustion, potentially leading to burnout (Durr et al., 2014; Marek et al., 2017). Conversely, Participants 1 (male, 51 years old) and 4 (female, 40 years old), who had fewer students (28-35 and 30-38, respectively), reported low burnout levels, with low emotional exhaustion, low depersonalization, and high personal accomplishment. This observation supports the idea that a more manageable workload, in terms of fewer students, could potentially alleviate some of the stress and strain associated with teaching, thereby reducing the risk of burnout. Participants 3 and 5, both female teachers aged 45 and 34 respectively, with 35-40 and 30-40 students, reported moderate burnout levels, characterized by moderate emotional exhaustion and moderate personal accomplishment, but low depersonalization.

The questions under this section are taken from section two of the questionnaire. They intend to enquire about teachers' feelings of emotional exhaustion, indifference and detachment from students, and effectiveness as well as personal achievement and accomplishment.

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The first question in this section “how often do you feel emotionally drained or exhausted from your work” is designed to measure the frequency of emotional exhaustion experienced by teachers as a result of their work-related activities. This question aims to assess a key component of job burnout, which is a state of physical, emotional, and mental exhaustion caused by prolonged and intense stress.

Response	Frequency	Percentage
Never	1	20%
Rarely	1	20%
Sometimes	2	40%
Often	1	20%
always	0	0%

Table 3.4: Teacher’s Feelings of Emotional Exhaustion

The data demonstrates a variation of feelings of emotional exhaustion within the sample. 40% of participants reported sometimes feeling drained or exhausted, while 20% reported feeling that way which indicates that this participant may regularly experience high levels of emotional exhaustion. However, the remaining 40% of participants rarely or never experienced feelings of emotional exhaustion. These findings significantly correlate with the results of the dimension of emotional exhaustion from the Maslach Burnout Inventory (MBI).

The second question in this section “how often do you feel detached or indifferent towards your student” which explores the frequency with which teachers feel detached or indifferent towards their students. The main aim of this question is to assess teachers’ feelings of depersonalisation and cynicism.

Responses	Frequency	Percentage
Never	1	20%
Rarely	4	80%
Sometimes	0	0%
Often	0	0%
always	0	0%

Table 3.5: Teachers’ Feelings of Depersonalisation

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The teachers' responses indicate that almost the majority of them either never or rarely feel detached or indifferent towards their students, indicating a strong sense of engagement and commitment.

The last question of this section "how often do you feel a sense of accomplishment in your job as a teacher" which aims to measure the frequency with which teachers experience feelings of accomplishment and satisfaction in their professional roles. This question is important because a sense of achievement is closely linked to job satisfaction, motivation, and overall well-being.

Responses	Frequency	Percentage
Never	0	0%
Rarely	0	0%
Sometimes	1	20%
Often	2	40%
always	2	40%

Table 3.6: Teacher's Feelings of Accomplishment in their Work

The data shows that 80% of respondents feel a sense of achievement often or always, indicating that the majority of teachers experience frequent professional fulfilment and satisfaction in their roles. The remaining 20% of respondents feel a sense of achievement sometimes, suggesting that while they do experience moments of professional fulfilment, it is not as consistent as it is for others.

Classroom management:

To enquire about the sample's use of classroom management strategies, the questions in this section are related to the classroom management strategies used by the participants. The first question analysed is "how often do you provide positive reinforcement to students for their efforts". It aims to measure how often teachers use positive reinforcement as a part of their teaching practice. As stated in the literature review positive reinforcement, such as praise and encouragement, is a crucial component of effective classroom management.

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Responses	Frequency	Percentage
Never	0	0%
Rarely	0	0%
Sometimes	0	0%
Often	4	80%
always	1	20%

Table 3.7: Positive Reinforcement

The data shows that 100% of respondents either often or always provide positive reinforcement to their students. This indicates a strong commitment to encouraging and motivating students through positive feedback. However, in order to ensure the accuracy of these self-reported data, observations were conducted.

The next question in this section is an open-ended question designed to explore the strategies teachers employ to foster a positive learning atmosphere and mitigate behaviour problems." In what ways do you create a positive classroom environment to prevent behaviour issues?", this qualitative question allows participants to offer detailed approaches in their own words, providing deeper insights into classroom management strategies. The responses to this open-ended question reveal a variety of strategies that teachers use to create a positive classroom environment and prevent behaviour issues. Participants offered the following responses: "I always provide my students with assignments (not leaving time for them to speak about something unrelated to English course)", "I encourage students to work on their tasks and praise their efforts.", "I consistently try to address misbehaviour and engage students with the lessons and tasks.", "I try to build positive and good relationships with my students, I foster student connections (group work), I use positive reinforcements (I rarely punish them).", "I try to include fun and engaging activities such as games to make learning interesting and fun."

The open-ended responses revealed various strategies used by the participants to create a positive classroom environment. These included providing engaging activities, fostering positive relationships and connections among students, consistently addressing misbehaviour, encouraging task engagement, and using positive reinforcement. These strategies reflect a proactive and preventive approach to classroom management, emphasizing the importance of maintaining a supportive and engaging learning environment.

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The next question in this section is a close-ended question “how clear are the expectations and rules you have set for your students”, it aims to assess the clarity with which teachers communicate classroom expectations and rules to their students. This question is crucial because clear expectations and rules are fundamental for establishing a structured and predictable learning environment. Respondents were asked to rate the clarity of their communicated expectations and rules on a Likert scale with the following options: very clear, somewhat clear, not clear.

Responses	Frequency	Percentage
Very clear	3	60%
Somewhat clear	2	40%
Not clear	0	0%

Table 3.8: Clear Expectations and Rules

The data shows that 60% of participants rate their expectations and rules as very clear. This high level of clarity is essential for effective classroom management, as students are more likely to understand and adhere to clear guidelines. The remaining 40% of participants rate their expectations and rules as somewhat clear. While this indicates that the majority of students likely understand the rules, there may be some ambiguity or inconsistency in communication that could lead to misunderstandings. This may reflect teacher burnout.

The next question in this section, which is “how do address disruptive behaviour in your classrooms” aims to explore the different strategies teachers use to manage and mitigate disruptive behaviour.

Responses	Frequency	Percentage
Verbal warnings	5	100%
Time-outs	1	20%
Referral to administration	2	40
Other (specify)	0	0%

Table 3.9: Strategies for Managing Misbehaviour

The data shows that verbal warnings are strategy used by all respondents to address disruptive behaviour. This indicates a preference for immediate and direct communication to manage classroom disruptions. Used by 20% of participants, time outs involve temporarily removing a student from the classroom environment to reflect on their behaviour. Furthermore,

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40% of participants utilize 'referral to administration' which involves escalating the issue to school administration. Moreover, no other strategies were specified by the participants.

The next question in this section is "When a student displays challenging behaviour, how do you address it while minimizing disruptions to the learning environment?" Which is an open-ended question that seeks to further understand the strategies teachers employ to handle disruptive behaviour while maintaining a productive classroom atmosphere. This question allows participants to further explain and offer rich and detailed insights into their methods in handling and addressing challenging behaviour while simultaneously maintaining a seamless learning environment. The open-ended responses revealed a range of strategies used by participants to address challenging behaviour while minimizing disruptions. One teacher mentioned using the "minus method," which involves subtracting marks as a consequence for misbehaviour. Another teacher described using verbal warnings and consistently reminding students of the consequences of their actions, with escalation leading to a referral to the administration. Another response highlighted the use of verbal warnings to cue students back to the lesson. However, two participants did not provide a response for this question. The responses highlight a combination of preventive, corrective, and punitive measures, with a focus on minimizing disruptions to the learning environment.

The final question in this section "Do feelings of stress and burnout affect your ability to implement effective classroom management strategies?" seeks to understand the extent to which teachers' feelings of stress and burnout interfere with their ability to manage their classrooms effectively. Additionally, participants who indicated that stress and burnout affect their classroom management were asked to provide examples to illustrate how these feelings impact their classroom management strategies.

Responses	Frequency	Percentage
Never	2	40%
Rarely	1	20%
Sometimes	2	40%
Often	0	0%
always	0	0%

Table 3.10: The Impact of Burnout on Classroom Management Strategies

Responses were divided between never (40%), rarely (20%), and sometimes (40%) regarding feelings of stress and burnout affecting the ability to implement effective classroom

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management strategies. No participants reported that stress and burnout often or always impacted their classroom management. (40%) reported that stress and burnout never affect their ability to implement effective classroom management strategies. This suggests that these teachers have effective coping mechanisms and support systems in place that help them manage stress and burnout without impacting their professional duties. Another 20% of participants indicated that stress and burnout rarely affect their classroom management. These teachers experience minimal impact from stress and burnout, suggesting they occasionally face challenges but are generally able to manage their classrooms effectively. An equal 40% reported that stress and burnout sometimes affect their ability to manage their classrooms. This group experiences intermittent challenges, indicating that stress and burnout occasionally interfere with their ability to maintain order and engage students.

For the open-ended follow-up, one participant provided an example: "Feelings of stress and burnout make it difficult to keep students engaged with lessons, which is sometimes demotivating.". This response highlights a specific way in which stress and burnout impact classroom management—by making it harder to engage students effectively. The other participant who selected "sometimes" did not provide an example, leaving room for further exploration of the specific challenges faced by this teacher. The data reveals that stress and burnout affect teachers' classroom management abilities to varying degrees. Teachers who are sometimes or rarely affected may face occasional disruptions in their ability to maintain student engagement and discipline.

3.1.2.1. Discussion of the Questionnaire Results:

The questionnaire offered self-reported insights from teachers regarding their emotional states, feelings towards students, sense of accomplishment, and classroom management approaches. Teachers with high burnout reported more frequent feelings of emotional exhaustion, occasional detachment from students, and reduced personal accomplishment. Contrastingly, teachers with low burnout indicated consistent enthusiasm, caring attitudes towards students, and a strong sense of achievement. Importantly, 40% reported that stress and burnout sometimes affected their classroom management abilities.

3.1.3. The Analysis of the Structured Observation:

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To enhance the validity and reliability of the data gathered from both the MBI and the questionnaire, structured observations were carried out with two distinct teachers: one exhibiting high levels of burnout and the other displaying low levels. Each teacher was observed over six sessions to examine how burnout affects their implementation of effective classroom management strategies. The classrooms selected for observation were randomly chosen from the 1st, 2nd, and 3rd year classes across different streams at Brothers Wali High School. This approach allowed for a nuanced comparison between the two teachers' methods and interactions, highlighting the specific challenges and behaviours associated with varying levels of burnout. The following sections present a detailed analysis of the findings from these observations, focusing on key areas such as classroom environment, teacher behaviour, student behaviour, and indicators of teacher burnout.

3.1.3.1. Analysis of the High Burnout Teacher:

The analysis of the observations conducted with the 52-year-old female teacher, who exhibited high levels of burnout, provides a detailed look into the significant challenges she faced in managing her classroom effectively. Over the course of six sessions, various aspects of her classroom environment, behaviour, and interactions with students were scrutinized to understand the profound impact of burnout on her teaching practices. This section examines the specific findings from these observations, highlighting the areas where burnout may manifest in classroom management.

The data obtained from the structured observations of the 52-year-old female teacher with high levels of burnout reveal several key insights into the impact of teacher burnout on the implementation of effective classroom management strategies. This analysis will focus on the main areas outlined in the observation checklist: classroom environment, teacher behaviour, student behaviour, and indicators of teacher burnout.

Classroom environment

Across six observation sessions, the classroom environment was moderately organized, with notable exceptions. In the third and fourth classrooms observed (2nd year and 1st year scientific stream), the environment was very unorganized, with missing chairs and cluttered desks. This disorganization can contribute to increased distractions, hindering effective classroom management. Moreover, most classrooms had orderly rows, which can promote engagement and

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interaction. However, some classrooms rows were too close together, limiting student mobility and opportunities for interactive learning activities. Furthermore, the display and accessibility of learning materials were generally adequate, in addition, the lack of effort in creating an appealing learning environment through decorations or displays was noted in all sessions, potentially contributing to a less inviting atmosphere for students.

Teacher Behaviour

The teacher's communication of behavioural and academic expectations was inconsistent, with some students expressing confusion or seeking clarification from the observer. Clear and consistent communication of expectations is crucial for establishing a structured and well-managed learning environment. To illustrate, several students in the back of the classrooms used their phones during instruction and task time. Moreover, the teacher showed some warmth and approachability in interactions, but these moments were limited due to excessive time spent at her desk. This physical separation and lack of active engagement hindered the development of positive teacher-student relationships.

In addition, the use of positive reinforcement and encouragement by the teacher was present but inconsistent across the observations. The teacher's responsiveness to student questions and concerns varied, with instances of delayed responses or dismissive attitudes (e.g. when a student asked a question about the task at hand the teacher exclaimed that they would correct it on the board soon). While the teacher attempted to establish positive rapport and mutual respect with students, these efforts were inconsistent and may have been hindered by the teacher's overall lack of enthusiasm and engagement.

The most prominent inadequacy observed was in time management and monitoring the classroom. To clarify, time management and effective transitions between activities were significant challenges for the teacher. The inability to maintain momentum and provide clear transitions contributed to increased disruptive behaviour and disengagement among students. To illustrate, across different classrooms students were allowed 20 to 25 minutes on tasks with little to no monitoring which led to cause disruptions and for some to not complete or even attempt to start the task given by the teacher. Consistent across all observations was the severe lack of classroom monitoring by the teacher during instructional activities and assigned tasks. The teacher

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was often seated at her desk, leading to instances of disruptive behaviour, incomplete assignments, and missed opportunities to redirect students back to the task at hand.

The teacher's efforts to promote self-regulation and problem-solving skills among students were present but inconsistent, with instances of ignoring misbehaviour or relying on reactive strategies rather than proactive approaches to foster self-regulation. Furthermore, the teacher's response to misbehaviour was highly variable, ranging from ignoring disruptive behaviour (i.e. the teacher in multiple occasions ignored and disregarded misbehaviour among students which at times escalated leading to disruptions and distractions in the learning environment) to sudden outbursts or threats of punitive measures (e.g. in the first classroom observation the teacher struggled to confiscate a student's mirror which further suggests that behavioural expectations were inconsistent). Consequences were rarely enforced consistently or assertively across all students, potentially contributing to a lack of clear expectations and structure.

The observations suggest that the teacher heavily relied on reactive strategies, such as verbal warnings or threats of punishment, rather than proactive approaches to prevent and manage misbehaviour effectively. The teacher also frequently ignored misbehaviour on multiple occasions and when addressed, it was done in a reactive manner. This reactive approach may be linked to the teacher's high levels of burnout and emotional exhaustion.

Students' Behaviour:

Student engagement, enthusiasm, and task focus were generally low across the observations, with noticeable differences between the handful of students seated in the front and the rest of the class. This lack of engagement and enthusiasm could be attributed, in part, to the teacher's inconsistent classroom management practices and lack of interactive, engaging instruction. Moreover, Students consistently failed to complete assignments within a reasonable timeframe, with many not even attempting to start tasks (especially students in the back). This pattern could be related to the lack of consistent monitoring, redirection, and momentum maintained by the teacher during instructional activities.

Adherence to classroom rules and behavioural expectations was lacking, with instances of disrespectful behaviour towards the teacher and peers, including the use of inappropriate language and teasing. This could be indicative of the teacher's inability to establish and consistently enforce

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clear expectations and consequences for misbehaviour. The observer noted instances of disrespectful peer interactions, including teasing and the use of inappropriate language. Likewise, the use of Arabic was consistent across the multiple classrooms observed in this study, more predominantly in scientific stream classrooms (e.g. calling the teacher "أستاذة" or "شيخة" multiple times throughout the lesson). As stated above, phone usage was observed among a handful of students sitting in the back of the classroom.

These behavioural issues can be attributed to the teacher's inconsistent classroom management practices and lack of engaging instruction. The teacher's inability to establish and enforce clear expectations and routines contributed to a permissive environment where students felt less accountable for their behaviour.

Teacher Burnout

Across all six observation sessions, the teacher exhibited signs of emotional exhaustion and fatigue, which may impact the ability to manage the classroom effectively and maintain a positive learning environment. The teacher appeared overwhelmed and stressed when dealing with classroom dynamics and student behaviour, possibly leading to reactive strategies and difficulty maintaining composure. Often lacking enthusiasm and engagement, the teacher frequently spoke in a monotone voice while delivering instruction or reading from the book and was often observed seated at the desk—sometimes doing administrative work, other times seemingly doing nothing. This low energy and passion may negatively affect student motivation and the overall classroom atmosphere. Additionally, there were instances of indifference towards student concerns, such as dismissing a student's question with "we will correct it on the board soon," indicating limited empathy and emotional connection. This detachment may hinder the development of positive teacher-student relationships and contribute to a less supportive learning environment.

Overall, the observation data across these six sessions paint a comprehensive picture of a teacher struggling with various aspects of effective classroom management, potentially exacerbated by high levels of burnout. The inconsistent implementation of proactive strategies, lack of consistent monitoring and redirection, and reliance on reactive approaches to address misbehaviour could be linked to the teacher's emotional exhaustion, stress, and lack of enthusiasm observed during the sessions.

3.1.3.2. Analysis of the Low Burnout Teacher

Based on the results of the Maslach Burnout Inventory (MBI), a 45-year-old female teacher, distinguished by her exceptionally low levels of burnout, was selected for a detailed observational study. This analysis, conducted over six observation sessions, examines key areas such as the classroom environment, teacher behaviour, student behaviour, and potential burnout indicators.

Classroom Environment

Across the six observations, the classrooms were typically organized with standard seating arrangements in orderly rows. While the organization was sufficient and functional, it did not exhibit any particularly unique or exceptional characteristics. Moreover, in two out of the six classrooms, had some paintings in the walls. Notably, there wasn't much difference in classroom organization and decoration between this teacher and her high-burnout counterpart, given that they both taught within the same institution. However, the low burnout teacher demonstrated versatility by incorporating group work setups in some of the classrooms observed. This approach promoted student engagement and collaboration, showcasing her ability to adapt the learning environment to enhance student interaction and participation. Learning materials were adequately displayed, with some classrooms (1st year literary stream G1 & G&) using dictionaries during reading comprehension.

Teacher Behaviour:

The teacher clearly communicated behavioural and academic expectations across all observations, ensuring students knew what was expected of them. This was evidenced by the teacher's frequent explanations and checks for understanding, which were crucial in maintaining order and focus. Moreover, throughout the observations, the teacher consistently demonstrated warmth and approachability in her interactions with students. The teacher seemed to remember most of the students' names and show genuine interest and friendliness while remaining professional. Furthermore, positive reinforcement was a hallmark of the teacher's approach, with consistent use of praise such as "good job" and "excellent" to motivate students. This approach not only encouraged participation but also reinforced desired behaviours. The teacher responded promptly and empathetically to students' questions and concerns, demonstrating a genuine interest in their understanding and well-being. This responsiveness helped build trust and encouraged

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students to seek help when needed. To illustrate, students often asked and enquired about the lesson and the tasks, and the teacher promptly responded to their questions and concerns.

The teacher managed transitions between activities smoothly and efficiently, often defining time limits for tasks and moving seamlessly from one activity to the next. To demonstrate, whenever the teacher assigned a task, she would inform the students of the time they have to complete it (usually 10 to 15 minutes) which in return urged the students to finish the task assigned within a reasonable time frame. Additionally, consistent classroom monitoring was a hallmark of the teacher's approach. She actively monitored students during instructional activities and assigned tasks, redirecting them when necessary and ensuring they remained focused and productive. This was particularly noticed during group work where she constantly redirected students back to the task whenever misbehaviour or disruption occurred. Furthermore, the teacher actively promoted self-regulation and problem-solving skills among her students. She facilitated conflict resolution during group work, encouraged turn-taking during participation, and provided guidance on managing challenges, fostering students' autonomy and responsibility. The teacher maintained composure under pressure, even in challenging situations, which helped sustain a calm and productive classroom atmosphere. For example, when students forgot their books, (3rd year scientific stream), the teacher calmly addressed the issue and found a solution without showing signs of stress. The teacher consistently and promptly responded to instances of misbehaviour or disruptions in the classroom. She employed a range of strategies, including verbal warnings, redirecting students, and changing seating arrangements when necessary, addressing misbehaviour directly and assertively.

The teacher demonstrated a balanced approach to classroom management, primarily relying on proactive strategies while employing fair and appropriate reactive measures when needed. Her proactive strategies, such as clear communication of expectations, positive reinforcement, and consistent monitoring, appeared to be the dominant approach, contributing to a well-managed learning environment.

Student Behaviour

Students generally appeared engaged and interested in the learning activities, demonstrating the effectiveness of the teacher's strategies. While some variations were noted, most students remained focused on tasks and instructions, with the teacher effectively redirecting their attention

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when necessary. They followed classroom rules and interacted respectfully with peers and adults. Furthermore, Students in the second-year philosophy (literary stream) class and the first-year literary stream showed high levels of engagement and enthusiasm, actively participating in discussions and group activities. Even students in the back rows were involved, highlighting the teacher's ability to capture and sustain interest across the classroom. In addition, students consistently completed tasks and assignments within the allocated timeframes, facilitated by the teacher's effective time management strategies and consistent monitoring of their progress.

Teacher Burnout

Notably, the observation data across all six sessions did not reveal any significant indicators of burnout for this teacher. Specifically:

1. **Emotional Exhaustion:** The teacher maintained high energy and enthusiasm levels throughout the observations, with no signs of fatigue, irritability, or apathy towards her teaching responsibilities.
2. **Stress and Overwhelm:** Even when faced with challenges, such as students forgetting to bring materials, the teacher remained calm and composed, effectively managing classroom dynamics without appearing overwhelmed or stressed.
3. **Lack of Enthusiasm and Engagement:** Consistently, the teacher demonstrated high levels of enthusiasm and engagement in her interactions with students across all observations, fostering a positive and energetic learning environment.
4. **Indifference and Lack of Empathy:** The teacher exhibited genuine interest in her students' concerns and well-being, exemplified by her knowledge of their names and her empathetic responsiveness to their inquiries and needs.

3.1.3.3. Comparative Analysis Between High Burnout and Low Burnout Teachers

Classroom Environment

Although both teachers worked within the same institution, resulting in similar physical environments, the impact of their burnout levels was evident in how they utilized these spaces. The high burnout teacher's classrooms, while having the same basic layout and resources, often

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appeared disorganized, with missing chairs in certain sessions. This disorganization contributed to increased distractions, making effective classroom management challenging. There was minimal effort to enhance the learning environment, resulting in a less inviting atmosphere for students.

In contrast, the low burnout teacher maximized the potential of the same physical environment. Her classrooms were consistently organized, and she occasionally incorporated group work setups to promote engagement and collaboration. Learning materials were adequately displayed, and she made an effort to incorporate dictionaries in certain classrooms. While some classrooms featured minimal wall paintings. This adaptability created a more engaging and interactive atmosphere for students, demonstrating how the same physical space can be utilized differently depending on the teacher's burnout level and approach.

Teacher Behaviour

The behavioural differences between the high burnout and low burnout teachers were stark and had significant implications for classroom management. The high burnout teacher struggled with inconsistent communication of behavioural and academic expectations, leading to student confusion and disengagement. Excessive time spent at her desk created physical separation from students, limiting warmth and approachability, which hindered the development of positive teacher-student relationships. Positive reinforcement was inconsistently applied, and the teacher's responsiveness to student questions and concerns varied, often displaying dismissive attitudes. This teacher also often ignored misbehaviour in its initial occurrence then utilized various reactive strategies to respond to the escalated misbehaviour

Conversely, the low burnout teacher consistently communicated clear behavioural and academic expectations, frequently checking for student understanding to maintain order and focus. This teacher demonstrated consistent warmth and approachability, remembering students' names and showing genuine interest in their well-being. Positive reinforcement was a consistent characteristic of her approach, with consistent use of praise to motivate students and reinforce desired behaviours. The low burnout teacher was prompt and empathetic in responding to student questions and concerns, building trust and encouraging student engagement. Furthermore, she managed transitions smoothly, efficiently allocating time for tasks and actively monitoring students to ensure they remained focused and productive. Her proactive approach to promoting self-regulation and problem-solving skills among students fostered a sense of autonomy and responsibility.

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Students' Behaviour

The impact of the teachers' burnout levels on student behaviour was evident. In the high burnout teacher's classrooms, student engagement and enthusiasm were generally low, with noticeable differences between students seated at the front and those at the back. Many students failed to complete assignments within a reasonable timeframe, with some not even attempting tasks, likely due to the teacher's lack of consistent monitoring and redirection. Adherence to classroom rules and behavioural expectations was poor, with instances of disrespectful behaviour towards the teacher and peers, including inappropriate language and teasing.

In the low burnout teacher's classroom, students demonstrated higher levels of engagement and enthusiasm. They actively participated in discussions and group activities, with even the students in the back rows remaining involved. The consistent and effective time management strategies employed by the teacher ensured that students completed tasks and assignments within the allocated timeframes. Students generally adhered to classroom rules and interacted respectfully with peers and adults, highlighting the effectiveness of the low burnout teacher's strategies in maintaining a well-managed and respectful learning environment.

Teacher Burnout

The observation data revealed clear indicators of burnout in the high burnout teacher, which significantly affected her classroom management. She exhibited signs of emotional exhaustion and fatigue, appearing overwhelmed and stressed when dealing with classroom dynamics. Her low enthusiasm and engagement were evident, as she often spoke in a monotone voice and spent excessive time seated at her desk, impacting student motivation and the overall classroom atmosphere. Instances of indifference towards student concerns further highlighted her limited empathy and emotional connection with students.

In contrast, the low burnout teacher showed no significant indicators of burnout. She maintained high energy and enthusiasm levels throughout the observations, effectively managing classroom dynamics without showing signs of stress or overwhelm. Her consistent enthusiasm and engagement fostered a positive and energetic learning environment, and she exhibited genuine interest in her students' concerns and well-being, fostering strong teacher-student relationships. The low burnout teacher's proactive strategies and balanced approach to classroom management contributed to a well-managed and supportive learning environment.

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The comparative analysis highlights a clear pattern: the teacher with low burnout levels implemented more effective classroom management strategies, characterized by clear communication, consistent monitoring, proactive approaches to addressing misbehaviour, and a focus on building positive teacher-student relationships. These practices contributed to higher levels of student engagement, enthusiasm, and adherence to rules.

Conversely, the teacher with high burnout levels struggled with implementing consistent and proactive classroom management strategies, relying heavily on reactive and punitive measures. This approach, coupled with emotional exhaustion and lack of enthusiasm, likely contributed to the observed patterns of disruptive behaviour, disengagement, and lack of respect among students.

3.2. General Discussion

The present study sought to expand the literature by exploring the impact of teacher burnout on the implementation of effective classroom management strategies. Furthermore, from the analysis of the obtained data from the Maslach Burnout Inventory (MBI), the questionnaire, and the structured observation, we have reached the following conclusions:

Firstly, the data clearly demonstrates that teacher burnout significantly affects the implementation of effective classroom management strategies. The high-burnout teacher consistently struggled with establishing clear communication of expectations, consistent monitoring, and proactive approaches to addressing misbehaviour. Instead, she heavily relied on reactive, punitive measures or ignored disruptive behaviour until it escalated, contributing to a less structured and supportive learning environment.

In contrast, the low-burnout teacher excelled in employing effective strategies, such as clear communication, consistent monitoring, balanced use of proactive and reactive approaches, and promoting self-regulation among students. These practices were associated with higher levels of student engagement, enthusiasm, and adherence to rules, highlighting the critical role of effective classroom management in fostering a positive learning climate.

Secondly, the findings strongly support the hypothesis that teachers with high levels of burnout are more reliant on reactive classroom management strategies, while those with low burnout levels use more proactive management strategies. The high-burnout teacher's response to misbehaviour was highly variable, often ignoring disruptive behaviour initially and then resorting

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to reactive measures such as verbal warnings, threats of punishment, or sudden outbursts. Conversely, the low-burnout teacher primarily relied on proactive strategies, employing fair and appropriate reactive measures only when necessary.

Thirdly, the data suggests that teacher burnout can significantly impact the building of positive teacher-student relationships, which are crucial for effective classroom management. The high-burnout teacher's interactions often lacked warmth and enthusiasm, potentially hindering the development of positive rapport and mutual respect with students. In contrast, the low-burnout teacher consistently demonstrated genuine interest, warmth, and approachability, fostering an environment conducive to effective classroom management and student engagement.

The differences in student behaviour were equally notable. In the high burnout teacher's classroom, students displayed lower engagement, disruptive behaviour, incomplete assignments, lack of respect towards the teacher and peers, and disregard for classroom rules and expectations. Conversely, the low burnout teacher's classroom was characterized by high student engagement, enthusiasm, adherence to rules, respectful interactions, and timely completion of assignments. And when misbehaviour occurred it was always promptly addressed and redirected. The proposed above, findings align with the theories proposed by Jennings & Greenberg (2009).

Notably, no significant correlations were found between burnout levels and demographic factors such as gender and teaching experience. However, the number of students in the classroom was identified as a significant factor influencing burnout levels.

Additionally, the data reveals that burnt out teachers often ignored instances of misbehaviour initially, only addressing them once the disruptive behaviour escalated or persisted. This tendency to ignore misbehaviour initially could be attributed to factors such as emotional exhaustion, lack of energy or motivation, or a sense of overwhelm in addressing disruptive behaviour consistently. By allowing misbehaviour to persist or escalate before intervening, the high-burnout teacher may have inadvertently reinforced or enabled further disruptive behaviour, contributing to a less structured and well-managed learning environment.

3.3. Limitations

While the study offers valuable insights into teacher burnout and classroom management strategies, it is important to acknowledge the limitations to contextualize the results and guide

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future research. Recognizing these limitations is crucial for understanding the scope and applicability of the conclusions drawn, as well as identifying areas for improvement in subsequent studies. As stated in the methodology chapter, this research aimed at achieving analytic generalizability. Analytic generalizability in qualitative research refers to the extent to which the findings, interpretations, and conclusions drawn from a study can be transferred or applied to similar contexts or settings. However, a larger and more diverse sample from multiple educational institutions could provide more generalizable results. Moreover, a longitudinal study design could provide insights into the long-term effects of burnout and the effectiveness of interventions over time.

3.4. Recommendations

Based on the study's findings, several recommendations can be made to mitigate teacher burnout and enhance classroom management strategies. These recommendations aim to support educational policymakers, school administrators, and practitioners in creating a more supportive and effective teaching environment.

First, schools should prioritize implementing comprehensive support systems for teachers. This includes providing access to mental health resources, regular professional development focused on stress management, and establishing mentorship programs where experienced teachers can guide and support less experienced colleagues. By fostering a supportive community, teachers can feel more equipped to handle the challenges of their profession, reducing the risk of burnout. Also, encouraging school administrators and policymakers to prioritize teacher well-being and allocate resources for mental health support services, counselling, and initiatives aimed at promoting a healthy work-life balance for educators.

Moreover, school administrators should consider optimizing classroom conditions to reduce stressors that contribute to burnout. This could involve managing class sizes to ensure they are within a reasonable limit, thereby allowing teachers to give adequate attention to each student. Additionally, improving classroom resources and ensuring that teaching materials are readily available and up to date can help teachers manage their workload more effectively.

Additionally, professional development opportunities should be tailored to help teachers develop effective classroom management strategies. Training programs that focus on proactive

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classroom management, positive reinforcement techniques, and effective communication with students can empower teachers to create a more engaging and orderly learning environment. Encouraging teachers to share best practices and learn from each other can also be beneficial.

Moreover, encouraging teachers to prioritize their mental and physical well-being through activities such as mindfulness practices, exercise, and access to counselling or therapy can help them manage stress and prevent burnout.

Ultimately, the findings of this study highlight the critical importance of addressing teacher burnout as a means to enhance classroom management practices and create supportive learning environments that foster student engagement, positive behaviour, and academic success. By implementing comprehensive burnout prevention and intervention strategies, providing ongoing professional development, and fostering a culture of support and collaboration, educational institutions can empower teachers to effectively navigate the challenges of classroom management and cultivate positive, nurturing environments where both teachers and students can thrive.

3.5. Conclusion

The last chapter of this dissertation was devoted to the analysis of the data obtained from the participants of this study. It provided a thorough analysis of the data, interpretation of the results, and formulation of recommendations. Through a detailed examination of the findings from structured observations, questionnaires, and the Maslach Burnout Inventory (MBI), the study has illuminated the ways in which burnout affects the implementation of effective classroom management strategies. The analysis revealed significant disparities between high and low burnout teachers in terms of classroom management strategies implemented. High burnout teachers struggled with maintaining organized and engaging classrooms, exhibited inconsistent communication and limited warmth, and often relied on reactive management strategies. This contrasted sharply with low burnout teachers who demonstrated effective classroom management, consistent communication of expectations, positive reinforcement, and proactive strategies that fostered a supportive and dynamic learning environment. The findings also highlighted the critical role of demographic factors, such as class size, in influencing burnout levels, while other factors like gender and teaching experience showed no clear correlation. Based on these insights, the

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chapter concluded with several recommendations aimed at mitigating teacher burnout and enhancing classroom management strategies.

General Conclusion

General Conclusion

The role of teachers in shaping the future generation through imparting knowledge and values is undeniably critical. However, the persistent stressors and immense responsibilities associated with the teaching profession often lead to burnout, a state of physical, mental, and emotional exhaustion. The overarching aim of this dissertation was to explore the relationship between teacher burnout and classroom management strategies among EFL teachers in Algerian high schools, specifically within the context of Brothers Wali High School in Ain Nouissy, Mostaganem. This research enhances the understanding of burnout dynamics in non-Western educational settings. Moreover, this enquiry intends to analyse how factors such as emotional exhaustion, depersonalization, and reduced personal accomplishment—hallmarks of burnout—interact with teachers' ability to effectively manage their classrooms and influence the quality and dynamics of teacher-student relationships. This study sought to understand the prevalence of burnout among teachers, identify its impacts on their classroom management strategies, and provide actionable recommendations to mitigate its adverse effects. The research findings are intended to contribute to the broader discourse on educational practices and teacher well-being.

This dissertation is structured into three main chapters, each addressing crucial aspects of the study on teacher burnout and its impact on classroom management strategies. The first chapter encompasses the theoretical part of this work, it attempted to review and synthesise the previous literature provided by different scholars in the field of teacher burnout as well classroom management. A portion of this chapter was devoted to comprehensively defining burnout, its dimensions, factors, and its outcomes within the literature. In addition, this chapter differentiated between burnout and common problems such as depression and stress. Another portion aimed at defining classroom management, indicating its importance, structuring its effective strategies, and lastly differentiating between proactive and reactive approaches. To conclude this chapter, the relationship and interconnectedness of teacher burnout and classroom management was highlighted and emphasised.

The second chapter described the methodological approach of the study, focusing on a qualitative case study conducted at Brothers Wali High School in Ain Nouissy, Mostaganem, Algeria. The choice of qualitative research allowed for an in-depth exploration of individual experiences and classroom dynamics. The Maslach Burnout Inventory (MBI) was utilized to measure burnout levels among five EFL teachers, supplemented by questionnaires to gather

General Conclusion

additional data on classroom management practices and teacher-student interactions. Structured observations provided a rich qualitative perspective on how burnout manifests in everyday classroom settings.

The last chapter of this present study presented a detailed analysis of the data collected from the Maslach Burnout Inventory (MBI), the supplementary questionnaire, and the structured observations. Moreover, the complete analysis of the answers obtained through the implemented instruments was demonstrated using graphs and tables, followed by a discussion of the primary results and an interpretation of the collected responses. Based on the findings, several recommendations were proposed to mitigate teacher burnout and improve classroom management practices.

Based on the analysis of the data gathered, the study revealed varying levels of burnout among the chosen sample. These results underscore the prevalence of burnout even within a small sample, highlighting the need for targeted interventions.

The relationship between demographic factors and burnout levels was also examined. The analysis indicated that gender and teaching experience did not show a clear correlation with burnout levels. However, the number of students in the teachers' classrooms appeared to influence burnout, suggesting that larger class sizes might contribute to higher stress and burnout. This finding aligns with existing literature that associates class size with teacher workload and stress levels (Watts et al., 2011; Larrivee, 2012; Gold & Roth, 2013; Xu, 2013; Durr et al., 2014; Marek et al., 2017).

Moreover, the study found significant differences in classroom management strategies between teachers with high and low levels of burnout. Teachers experiencing high burnout struggled with inconsistent communication, limited warmth, and predominantly reactive management strategies. In contrast, teachers with low burnout levels effectively communicated expectations, used positive reinforcement, and maintained a balance between proactive and reactive strategies. This discrepancy in classroom management approaches significantly affected student behaviour and engagement. In classrooms led by high-burnout teachers, students exhibited lower engagement and more disrespectful behaviour. Conversely, classrooms with low-burnout teachers saw higher student engagement and better adherence to rules. This aligns with previous studies (Aloe et al., 2014; Brouwers & Tomic 2000; Clunies-Ross et al. 2008).

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Another finding indicated that burnt out teachers displayed a tendency to ignore misbehaviour could be attributed to factors such as emotional exhaustion, lack of energy or motivation, or a sense of overwhelm in addressing disruptive behaviour consistently. By allowing misbehaviour to persist or escalate before intervening, the high-burnout teacher may have inadvertently reinforced or enabled further disruptive behaviour, contributing to a less structured and well-managed learning environment. This finding aligns with the broader theme of the impact of burnout on the implementation of effective classroom management strategies.

These findings have certified and confirmed the previously stated hypotheses. We hypothesised that higher levels of teacher burnout will be associated with a decrease in the implementation of proactive and effective classroom management strategies. In addition, teachers with high levels of burnout will exhibit a higher reliance on reactive classroom management strategies compared to teachers with low levels of burnout. Finally, it was assumed that teacher burnout will negatively impact the establishment and maintenance of positive teacher-student relationships, leading to decreased student engagement and cooperation.

Practically, the study suggests several actionable recommendations to improve teacher well-being and classroom management. Schools should implement comprehensive support systems, including professional development programs focused on stress management, effective teaching strategies, mentorship, and counselling services. Reducing class sizes can significantly alleviate teacher stress, enhance classroom management, and improve educational outcomes. Ensuring that teachers have access to adequate teaching materials and administrative support can also reduce workload-related stress and improve teaching efficacy. Promoting a supportive and collaborative work environment through team-building activities and open communication channels can enhance teacher morale and reduce burnout. Policymakers should prioritize teacher well-being in educational reforms, ensuring reasonable workloads and providing funding for support programs.

While this study provides valuable insights, it acknowledges several limitations. The small sample size and focus on a single high school may affect the generalizability of the findings. Additionally, the reliance on self-reported data for burnout assessment introduces potential bias. Future research should consider larger, more diverse samples and explore different educational contexts to validate and extend these findings.

General Conclusion

In conclusion, this dissertation underscores the critical impact of teacher burnout on classroom management and student outcomes. The findings emphasize the need for systemic changes to support teacher well-being, which is essential for creating positive and effective educational environments. By implementing targeted support measures and fostering a supportive school culture, it is possible to enhance both teacher well-being and student engagement, leading to improved educational outcomes. The research contributes valuable insights into the existing literature on teacher burnout, particularly in a non-Western context, and provides actionable recommendations for practitioners and policymakers. Future studies should continue to explore these dynamics across various educational settings, employing diverse methodological approaches to build a more comprehensive understanding of teacher burnout and its implications. Through sustained efforts and strategic interventions, the negative cycle of burnout can be mitigated, ensuring that teachers remain motivated, effective, and capable of fulfilling their crucial role in shaping future generations.

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Appendices

Appendix A

The Maslach Burnout Inventory (MBI) is a widely recognized and extensively used tool for measuring burnout across various professions. It was developed by Christina Maslach and Susan E. Jackson and has been validated in numerous studies. The MBI assesses burnout on three key dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment. The MBI consists of 22 items, rated on a Likert scale ranging from 0 (Never) to 6 (Every day), and provides a reliable and valid measure of the extent and impact of burnout in professional settings.

Respondents use the following scale to rate each statement based on how frequently they experience each condition:

- 0: Never
- 1: A few times a year or less
- 2: Once a month or less
- 3: A few times a month
- 4: Once a week
- 5: A few times a week
- 6: Every day

Below are some examples of statements included in the MBI:

1. Emotional Exhaustion:

"I feel emotionally drained from my work."

"I feel fatigued when I get up in the morning and have to face another day on the job."

2. Depersonalization:

"I feel I treat some students as if they were impersonal objects."

"I worry that this job is hardening me emotionally."

3. Personal Accomplishment:

"I can easily understand how my recipients feel about things."

"I deal very effectively with the problems of my students."

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Appendix B

'Teachers' Questionnaire'

Thank you for taking the time to participate in this research study. This questionnaire is designed to gather information about your experiences, practices, and perceptions related to classroom management and teacher burnout. Your responses will remain confidential and will be used solely for research purposes.

Please answer each question to the best of your ability, providing honest and thoughtful responses. Your input will contribute to a deeper understanding of the challenges faced by educators and the strategies employed to address them.

Section A: demographic information

1) Gender:

- Male.
- Female.

2) Age:

3) Teaching experience:

- Less than a year.
- 1-5 years.
- 6-10 years.
- 11-15 years.
- 16+ years.

4) How many students are typically in your classrooms:

Section B: Teacher Burnout.

5) How often do you feel emotionally drained or exhausted from your work?

- Never
- Rarely
- Sometimes
- Often
- Always

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6) How often do you feel detached or indifferent towards your students?

- Never
- Rarely
- Sometimes
- Often
- Always

7) How often do you feel a sense of achievement in your work as a teacher?

- Never
- Rarely
- Sometimes
- Often
- Always

Section B: Classroom Management:

8) How frequently do you provide positive reinforcement to students for their efforts?

- Never
- Rarely
- Sometimes
- Often
- Always

9) In what ways do you create a positive classroom environment to prevent behaviour issues?

10) How clear are the expectations and rules you have set for your students?

- Very clear
- Somewhat clear
- Not clear

11) How do you address disruptive behaviour in your classroom? (you can choose more than one answer)

- Verbal warnings
- Time-outs

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- Referral to administration
- Other – specify:

12) When a student displays challenging behaviour, how do you address it while minimizing disruptions to the learning environment?

13) Do feelings of stress and burnout affect your ability to implement effective classroom management strategies?

- Never
- Rarely
- Sometimes
- Often
- Always

- If yes, could you please provide examples of how feelings of stress and burnout have impacted your ability to implement effective classroom management strategies?

THANK YOU FOR YOUR CONTRIBUTION.

Appendices

Appendix C

Observation checklist

Teacher:

Date:

Observer:

Time:

Class:

level of burnout:

Key: **N:** Never. **R:** Rarely. **S:** Sometimes. **A:** Always.

Classroom observation	N	R	S	A	Comments
A- CLASSROOM ENVIRONMENT					
The classroom is organized and free from clutter.					
Seating arrangements promote student engagement and interaction.					
Learning materials are displayed effectively and accessible to students.					
B-TEACHER BEHAVIOUR					
Teacher communicates behavioural and academic expectations clearly and evidently.					
Teacher demonstrates warmth and approachability in interactions with students.					
Teacher uses positive reinforcement and encouragement.					
Teacher responds promptly and empathetically to students' questions and concerns.					
Teacher establishes positive rapport and connection with students, building trust and mutual respect.					
Teacher effectively transitions between activities and manages instructional time efficiently.					
Teache consistently monitors the classroom while teaching and assigning tasks.					
Teacher promotes self-regulation and problem-solving skills among students to manage conflicts and challenges.					
Teacher maintains momentum throughout the lesson.					

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Teacher delivers engaging and interactive instruction that captures students' interest and minimizes opportunities for distraction.				
Teacher responds promptly to instances of misbehavior or disruptions in the classroom.				
Verbal or non-verbal cues are used to redirect student behavior back to the task at hand.				
Teacher addresses the misbehavior directly and assertively without delay.				
Teacher maintains composure and remains calm under pressure, even in challenging situations.				
Consequences for misbehavior are enforced consistently and fairly across all students.				
Teacher fails to establish clear expectations, routines, or procedures for students, leading to confusion or disorganization.				
Teacher avoids addressing student misbehavior directly, preferring to ignore or avoid confrontational situations.				
Teacher uses punitive measures or harsh disciplinary actions as a primary means of managing student behavior.				
C- STUDENTS' BEHAVIOUR				
Students appear engaged with the lesson.				
Students demonstrate enthusiasm or interest in learning activities.				
Students remain focused on the assigned task or instruction.				
Students follow classroom rules and behavioral expectations consistently.				
Students interact respectfully with peers and adults in the classroom.				
Students complete tasks or assignments within a reasonable timeframe.				
D- TEACHER BURNOUT INDICATORS.				
Teacher displays signs of emotional exhaustion, such as fatigue, irritability, or apathy towards teaching responsibilities.				

Appendices

Teacher Appear overwhelmed or stressed when managing classroom dynamics and addressing student behavior issues.				
Teacher demonstrates a lack of enthusiasm or engagement in interactions with students.				
Displays indifference or cynicism towards student concerns, showing little empathy or emotional connection during interactions.				