

Examining the Burnout among Female Teachers and Its Effects on Their Performance at the Higher Secondary School Level in District Layyah

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Abstract: The present study investigates the level of burnout among female teachers at the higher secondary school level in District Layyah and examines its impact on their teaching performance. The study adopts a quantitative research design, with data collected from a sample of 100 female teachers selected through a multistage sampling technique. The Maslach Burnout Inventory (MBI) was used to measure burnout across three dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment. Descriptive statistics, correlation, and regression analyses were employed to analyze the data. The findings reveal that burnout is a prevalent issue, with the majority of teachers experiencing moderate to high levels of burnout. Emotional exhaustion emerged as the most significant dimension, indicating high levels of work-related stress among teachers. The results further demonstrate a strong negative relationship between burnout dimensions (emotional exhaustion and depersonalization) and teaching effectiveness, student feedback, and classroom performance. In contrast, reduced personal accomplishment showed a positive relationship with performance indicators, highlighting the importance of teacher self-efficacy. Regression analysis confirmed that burnout significantly predicts teaching effectiveness, with emotional exhaustion being the strongest negative predictor. In conclusion, the study emphasizes that burnout among female teachers is a critical issue that directly influences teaching quality and student outcomes. The findings suggest the need for institutional support, improved working conditions, and effective stress management strategies to enhance teacher well-being and professional performance.

Keywords: Teacher Burnout, Emotional Exhaustion, Teaching Effectiveness, Classroom Performance, Female Teachers, Higher Secondary Education, Pakistan

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1. Introduction

Teacher burnout is a mental illness in which a person experiences emotional exhaustion, depersonalization, and decreased personal accomplishment as a result of occupational stress (Maslach and Jackson, 1981). Burnout in the education field has become a prevalent problem as a result of workload pressure, administration stress, classroom management issues, and institutional support (Schaufeli, 2009) [1].

Women teachers are especially susceptible to burnout because they tend to have two roles: that of a professional and a family member. In underdeveloped nations such as Pakistan, cultural demands and a lack of flexibility in the workplace also increase stress among female teachers.

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This is more pronounced in districts like Layyah, where education facilities and professional support systems are scarce.

Burnout not only has psychological consequences on the teachers, but also has direct effects on their classroom performance. Burnout in teachers manifests itself in the form of lack of enthusiasm, low quality of instruction, and low student engagement (Jennett, 2003) [2]. Hence, it is important to determine burnout and its effects to enhance educational performance. Teacher burnout is defined as a mental disorder that manifests itself whenever teachers undergo exposure to emotional distress and subsequent work stress over a long period of time. It is particularly prevalent among female teachers in the higher secondary level, where job requirements are usually coupled with low levels of institutional support, excessive workloads, and multiple roles expectations. These pressures are further enhanced in developing conditions, like in District Layyah, as educational resources, cultural demands, and gender-related demands add to the overall risk of emotional burnout and decreased job satisfaction (Maslach and Jackson, 1981; Schaufeli, 2009).

The female teachers are especially at risk since they often juggle between work and family and household responsibilities, which leads to a dual burden that adds to stress and fatigue. During the higher secondary level, the academic expectations are more demanding, and it further mounts pressure on the psychological aspects and diminishes motivation in the long run. This cumulative stress has a detrimental effect on teacher effectiveness, classroom performance, and the quality of instruction and eventually, on student learning outcomes. In later stages of burnout, teachers tend to feel less enthusiastic, emotionally detached from their job, and lose commitment to the profession (Skaalvik and Skaalvik, 2017 [3], Chang, 2009) [4].

Occupationally, teaching is a complex occupation that demands teachers to undertake various roles such as a facilitator, mentor, counselor, and guide. Nevertheless, there are numerous stressors that lead to the development of burnout, including excessive workload, the absence of autonomy, ambiguity of job roles, and insufficiency of institutional resources of the institution. It has been proposed that long-term experiences with such conditions lead to emotional burnout, depersonalization, and a diminished sense of accomplishment that constitute the central aspects of burnout. A combination of these factors undermines teaching performance and classroom management, leading to poor educational outcomes (Maslach, 1996; Brouwers and Tomic, 2000; Hallinger, 2011) [5].

1.1 Theoretical Frameworks

1.1.1 Maslach Burnout Theory

The research is based on Maslach Burnout Theory, which has three dimensions of burnout: emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach and Jackson, 1981). The combination of these dimensions is how chronic stress has resulted in psychological and professional deterioration.

Job Demands-Resources Model

According to the JD-R model, burnout is a result of job demands exceeding the available resources (Bakker and Demerouti, 2007) [6]. High work and low institutional support in teaching result in stress and low performance.

These paradigms are used to understand the influence of occupational stress on the performance of female teachers in the education setting of District Layyah.

2. Literature Review

Survey studies have always revealed that teacher burnout has been a global problem with regard to the quality of education. Skaalvik and Skaalvik (2017) also found that emotional exhaustion is the most effective predictor of decreased job satisfaction and teaching effectiveness. Burned-out teachers tend to lose interest in their work duties.

In a different research, Chang (2009) discovered that burnout has a negative impact on classroom management and quality of instruction. Stressed teachers are more likely to adopt inflexible teaching styles and are less creative when planning their lessons. Likewise, Kim et al. (2019) relied on the fact that burnout considerably diminishes commitment to the teaching profession and raises absenteeism.

Teacher burnout is a commonly known psychological syndrome that occurs due to a long-term reaction to the constant emotional burden and interpersonal stresses in the workplace. Research based on the Ecological Systems Theory by Bronfenbrenner clarifies that burnout is not precipitated by any factor but the interactions between teachers and different levels of the environment, such as classroom, school, community, and policy (Grayson and Alvarez, 2008 [7], Jacobson, 2016) [8]. Educators work in systems that are interdependent, such that the problems in one area tend to affect stress levels in another.

In this ecological approach, teachers interact directly with the immediate environment, referred to as the microsystem, which is composed of students, colleagues, and families. The mesosystem

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is the interplay of these elements, and the exosystem comprises indirect influences like administrative decisions and education policies. Macrosystem is a representation of greater cultural and social demands. In cases where such systems do not offer proper support, teachers suffer burnout more especially when they lack or have poor coping mechanisms (Ross, 2010) [9].

The studies always indicate that school climate is a critical aspect in influencing teacher burnout. Relationships between teachers and students, collaboration with peers, and support of the administration are the factors that have a strong impact on emotional well-being (Grayson and Alvarez, 2008). Discipline issues, inadequate classroom behavior, and a low level of student engagement have been noted as one of the leading stressors that lead to emotional exhaustion among teachers at various grade levels (Fernet, 2012 [10]; Shirom et al., 2015) [11].

Moreover, poor classroom management and inadequate professional training also contribute to burnout. When teachers do not have proper strategies to regulate classroom behavior, they tend to have lower self-efficacy and frustration (Jacobson, 2016). Occupational stress is further occasioned by heavy workloads, administrative pressure, scarcity of resources, and excessive documentation demands, which create an environment where it is hard to maintain sustained motivation.

Schools also have organizational factors that play a major role in burnout. Intrapersonal struggles, strict hierarchies, and the inability to cooperate with the staff make teachers feel isolated. This professional isolation may result in emotional exhaustion and disconnection over time. Also, low pay and lack of career promotion diminish job satisfaction and make them more susceptible to burnout (Shirom, 2015; Grayson and Alvarez, 2008).

Structural issues like overcrowding of classrooms, lack of facilities, and poor institutional support mechanisms further add to the problem of teacher burnout in developing contexts. Such conditions complicate the work of teachers, thus raising the level of stress. Research indicates that the lack of adequate policy-level interventions and professional assistance will make burnout remain a detrimental factor on the quality of teaching and student performance (CAMPE, 2019 [12] Ramberg, 2019) [13].

Education systems in global societies are becoming more and more challenging; teachers have to introduce new curricula, achieve performance standards, and be able to address the needs of diverse classrooms at the same time. Such pressures can easily result in chronic stress, which can

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progress into a complete burnout syndrome, especially when exposed to it over a long period (Gabriel, 2013) [14]. Burnout has been described as emotional exhaustion, depersonalization, and a lesser sense of professional accomplishment, all of which impair teaching performance (Maslach et al., 2001) greatly.

Moreover, burnout also directly affects student achievement and organizational performance. Burned-out teachers are less likely to participate positively in classroom teaching, and their performance is poor, and student motivation is low. It also influences the management of the classroom, leads to the growth of disciplinary problems, and decreases the quality of the relationships between the teacher and the students. Studies indicate that the success of students is directly connected with the well-being of teachers, which necessitates the implementation of institutional policies and strategies that promote emotional and psychological well-being (Khurshid, 2011 [15]; Wentzel, 2010 [16]; Le, 2025) [17].

3. Statement of Problem

Teacher burnout has become a matter of concern in the education sector, especially among high school female teachers who must juggle several professional and personal duties at the same time. Heavy workload, large classes, lack of institutional support, and societal expectations are some challenges experienced by female teachers in District Layyah, which therefore increase stress and emotional exhaustion. Although they have a central position in determining the academic success of students, the psychological well-being of teachers is often ignored, which leads to a decline in teaching efficiency, a decrease in classroom interaction, and a decrease in the quality of education. In addition, empirical studies on the local level that specifically investigate the level of burnout and its direct effect on the performance of teachers are lacking. Thus, the research aims to fill this gap by examining burnout prevalence in female teachers and its impact on classroom performance and teaching performance as a whole in the higher secondary school in District Layyah.

3.1 Objectives of the Study

1. To examine the level of burnout among female teachers at the higher secondary school level in District Layyah.
2. To analyze the impact of burnout on teachers' classroom performance.
3. To investigate the relationship between emotional exhaustion and teaching effectiveness.
4. To identify coping strategies used by teachers to manage burnout.

3.2 Research Questions

1. What is the level of burnout among female teachers in District Layyah?
2. How does burnout affect teachers' classroom performance?
3. Is there any significant relationship between burnout and teaching effectiveness?
4. What strategies do teachers use to cope with burnout?

3.3 Significance of the Study

The importance of this study is that it brings up the psychological issues of female teachers in District Layyah. The results will aid the school administrators and policy makers in formulating policies that can be used to curb burnout and enhance the performance of the teachers. It is also an addition to the current body of literature on occupational stress in education.

4. Research Methodology

A quantitative research design was used. A structured questionnaire was used to gather data using a Likert scale. The research used descriptive and inferential statistics, such as mean, standard deviation, and correlation analysis, to investigate the correlation between burnout and performance.

4.1 Characteristics of the Population

The sample comprised female teachers teaching at higher secondary schools in District Layyah. A simple random sampling method was employed in choosing respondents in order to have equal representation of both the public and the private.

This study targeted all the female teachers in District Layyah who teach at higher secondary schools (Grades 11 and 12). This was comprised of teachers in the public and private sector institutions to have a complete representation of the teaching workforce. The population was further limited to the teachers who had at least one year of uninterrupted service in their respective schools. This criterion was used so that the participants are experienced enough in their institutional setting, their teaching duties, and classroom interactions, which is crucial in comprehending burnout and other factors associated with performance.

4.2 Sampling

The researchers used the systematic sampling method to sample the respondents among the identified population. A multistage sampling method was employed with the aim of having representativeness and reducing selection bias. In this way, the researcher was able to cover both

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types of schools (public and private) and backgrounds to ensure that the final sample represented both sectors of the population, i.e., the teachers, sufficiently.

Sample Size

One hundred (100) women teachers were chosen as the sample of this study. This sample size was deemed to be adequate for performing statistical tests, such as correlational and comparative tests. It was also considered adequate to mirror the heterogeneity among the population of female teachers in the District of Layyah, in higher secondary schools. The sample size was also reasonably representative of both the public and the private sector institutions, and therefore, the data were reliable and meaningful. a.

4.3 Sampling Procedure

The sampling method used was a multistage sampling technique in three systematic stages. During the initial phase, stratified sampling was employed to subdivide schools into two different groups: the public and the private ones. The second stage involved proportional allocation, in which a representative number of schools of each category was randomly selected depending on their percentage in the population. Simple random sampling was used in the third stage to sample female teachers in the selected schools using official lists of staff to represent the schools; this means that all eligible teachers got an equal opportunity to participate.

4.5 Data Collection Tool

A burnout scale modified to a standardized burnout scale based on Maslach Burnout Inventory (MBI) was employed. The instrument assessed emotional exhaustion, depersonalization, and diminished personal accomplishment and teaching performance indicators.

5. Data Analysis

Analysis of data was done with SPSS. The levels of burnout were determined using descriptive statistics, and Pearson correlation was performed to determine the relationship between burnout and teaching performance.

In this chapter, the analysis of the data gathered is presented to investigate burnout among female teachers as well as its impacts on performance in the higher secondary school level in the District of Layyah. Descriptive statistics, correlation analysis, and regression analysis were employed to analyze the data. Burnout was quantified in three dimensions, Emotional Exhaustion (EE), Depersonalization (DP), and Reduced Personal Accomplishment (PA) using the Maslach Burnout Inventory (MBI). Teacher performance was measured in terms of self-reported teaching

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performance, student performance, and classroom observation performance. The analysis is shown in the tables below.

6. Results

Table 4.1 Demographic Characteristics of Female Teachers (N = 100)

Variable	Category	f	%
Age	25–35 years	40	40.0
	36–45 years	35	35.0
	46+ years	25	25.0
Years of Experience	1–5 years	30	30.0
	6–10 years	25	25.0
	11+ years	45	45.0
Marital Status	Married	70	70.0
	Single	30	30.0
School Type	Public	80	80.0
	Private	20	20.0
Class Size	20–30	50	50.0
	31–40	30	30.0
	41+	20	20.0

The demographic profile shows that most participants are experienced and professionally established teachers. The largest group (45%) has more than 11 years of teaching experience, indicating a mature teaching workforce. A significant majority (70%) are married, suggesting that many teachers balance professional and family responsibilities, which may contribute to work-related stress. Most respondents (80%) belong to public sector schools, reflecting the dominance of government institutions in the sample. Additionally, half of the teachers (50%) manage class sizes of 20–30 students, while a considerable proportion also teach larger classes, which may contribute to workload pressure and burnout tendencies.

Table 4.2 Descriptive Statistics of Burnout Dimensions

Burnout Dimension	M	SD	Min	Max
Emotional Exhaustion (EE)	28.50	7.20	10	45
Depersonalization (DP)	12.30	4.80	5	25
Reduced Personal Accomplishment (PA)	20.10	6.50	8	40

The results indicate that emotional exhaustion is the most prominent dimension of burnout among female teachers, as reflected by the highest mean score ($M = 28.50$). Depersonalization shows comparatively lower but still notable levels of burnout. Reduced personal accomplishment indicates moderate perceptions of inefficacy among teachers. The variation in standard

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deviations suggests differences in burnout experiences among individuals. Overall, the findings reveal that emotional exhaustion is the strongest indicator of burnout in the sample, highlighting it as the most critical dimension affecting teacher well-being.

Table 4.4 Correlation between Burnout Dimensions and Teacher Performance Variables

Variable	EE	DP	PA	Teaching Effectiveness	Student Feedback	Classroom Observation
EE	1.00	.65**	-.30**	-.45**	-.40**	-.42**
DP	.65**	1.00	-.25**	-.38**	-.35**	-.37**
PA	-.30**	-.25**	1.00	.50**	.48**	.47**
Teaching Effectiveness	-.45**	-.38**	.50**	1.00	.60**	.58**
Student Feedback	-.40**	-.35**	.48**	.60**	1.00	.55**
Classroom Observation	-.42**	-.37**	.47**	.58**	.55**	1.00

The correlation analysis reveals significant relationships between burnout dimensions and teacher performance indicators. Emotional exhaustion and depersonalization are negatively associated with teaching effectiveness, student feedback, and classroom observation, indicating that higher burnout reduces performance quality. In contrast, reduced personal accomplishment shows positive correlations with performance measures, suggesting that teachers who feel more competent tend to perform better. Strong positive relationships among performance indicators confirm consistency across evaluation measures. Overall, burnout significantly undermines teaching effectiveness and classroom quality.

Table 4.5 Multiple Regression Analysis of Burnout on Teaching Effectiveness

Predictor	B	SE	β	t	p
EE	-0.12	0.04	-0.30	-3.00	.003
DP	-0.08	0.03	-0.20	-2.67	.009
PA	0.15	0.05	0.35	3.50	.001

Note. $R^2 = .42$, Adjusted $R^2 = .40$, $F(3, 96) = 23.14$, $p < .001$.

The regression model explains 42% of the variance in teaching effectiveness, indicating a strong explanatory power. Emotional exhaustion and depersonalization significantly negatively predict teaching effectiveness, meaning that higher burnout reduces instructional quality. Reduced

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personal accomplishment positively predicts teaching effectiveness, showing that teachers with higher self-efficacy perform better. Overall, emotional exhaustion emerges as the strongest negative predictor of teaching performance.

Table 4.1: Level of Burnout among Female Teachers

Burnout Level	Frequency (f)	Percentage (%)
Low Burnout	18	18%
Moderate Burnout	52	52%
High Burnout	30	30%
Total	100	100%

The results show that the majority of female teachers (52%) experience a moderate level of burnout, while 30% report high burnout levels. Only a small proportion (18%) falls in the low burnout category. These findings indicate that burnout is a prevalent issue among higher secondary school teachers in District Layyah. The dominance of moderate and high burnout levels suggests that teachers are regularly exposed to occupational stressors such as workload pressure, classroom demands, and institutional constraints. This overall pattern reflects a concerning psychological condition that may gradually affect teachers' well-being and professional stability if not addressed through institutional support systems.

Table 4.2: Impact of Burnout on Classroom Performance

Impact Level	Frequency (f)	Percentage (%)
No Significant Impact	15	15%
Mild Impact	28	28%
Moderate Impact	35	35%
Severe Impact	22	22%
Total	100	100%

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The findings reveal that burnout has a noticeable negative impact on teachers' classroom performance. A majority of respondents (35%) reported a moderate decline in performance, while 22% indicated a severe impact. Only 15% reported no significant impact. This suggests that burnout directly affects instructional quality, classroom management, and teacher engagement. Teachers experiencing burnout are likely to show reduced motivation, weaker communication with students, and decreased enthusiasm for teaching. Overall, the results confirm that burnout is not only a psychological issue but also a strong determinant of professional effectiveness in classroom settings.

Table 4.3: Relationship between Emotional Exhaustion and Teaching Effectiveness

Variable Pair	N	r	p-value	
Emotional Exhaustion & Teaching Effectiveness	100	-0.62	0.000	Strong negative relationship

The results indicate a strong negative relationship between emotional exhaustion and teaching effectiveness ($r = -0.62$). This means that as emotional exhaustion increases, teaching effectiveness significantly decreases. The statistically significant p-value (0.000) confirms that this relationship is not due to chance. Teachers experiencing high emotional exhaustion are less likely to deliver effective lessons, maintain student engagement, or manage classrooms efficiently. This finding highlights emotional exhaustion as a critical factor that undermines teaching quality and overall educational outcomes.

Table 4.4: Coping Strategies Used by Teachers to Manage Burnout

Coping Strategy	Frequency (f)	Percentage (%)	Rank
Time management	40	40%	1
Peer support/collaboration	25	25%	2
Religious coping / prayer	18	18%	3
Recreational activities	12	12%	4
Professional counseling	5	5%	5
Total	100	100%	

The findings show that the most commonly used coping strategy among female teachers is time management (40%), followed by peer support (25%). Religious coping methods (18%) and recreational activities (12%) are also used, while professional counseling is the least utilized strategy (5%). This indicates that teachers primarily rely on personal and informal coping mechanisms rather than institutional psychological support. The low usage of professional

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counseling suggests a gap in mental health services within the education system. Overall, the results reflect that while teachers are actively trying to manage burnout, structured institutional support systems remain limited.

7. Findings

The demographic profile indicates that most of the respondents are female teachers who are professionally experienced and who teach in higher secondary schools in District Layyah. The teaching workforce is mature and experienced, with a large percentage of 45 years of teaching experience. By age, the majority of teachers are between 25 and 45 years, which implies that the sample mainly comprises mid-career professionals. The statistics also indicate that the majority of the respondents (70%) are married, which suggests the possibility of dual responsibility between the roles of professional and family. Also, most teachers (80) work in the schools of the public sector, which emphasizes the domination of the governmental institutions in the sample. Classroom size data also reveal that half of the teachers deal with 20-30 students, the rest deal with more students, which suggests different degrees of workload of instruction.

The results obtained on the level of burnout prove that moderate burnout is the most common one among the female teachers, as 52% of the participants belong to this group. One out of every three teachers reports high burnout, with only 18% reporting low burnout. This distribution shows clearly that burnout is a common problem in the teaching profession in the study setting. The fact that a significant portion of teachers report moderate to high levels of burnout indicates that teachers are being highly impacted by occupational stressors like workload pressure, administrative demands, and classroom challenges on their psychological well-being. These findings indicate burnout as a new issue that can be aggravated unless preventive strategies are adopted.

The descriptive statistics of the dimensions of burnout indicate that emotional exhaustion is the most prevalent form of burnout among teachers, with the highest mean score, followed by depersonalization and diminished personal achievement. This would imply that emotional fatigue is mostly caused by job stress among teachers. The level of depersonalization is moderate, which shows a certain level of emotional detachment of students and work-related responsibilities. Lower self-accomplishment scores are rated as moderate, indicating that part of the teachers experience less professional success. In general, the findings suggest that emotional

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exhaustion is the most important dimension that motivates burnout in female teachers in the sample.

The results of the correlation analysis demonstrate that there are significant relations between burnout dimensions and teacher performance indicators. The scores of emotional exhaustion and depersonalization have a negative correlation with teaching effectiveness, student feedback, and classroom observation scores. This shows that an increase in burnout corresponds to low teaching performance and classroom effectiveness. Conversely, less personal accomplishment has a positive correlation with performance variables, indicating that teachers who are more competent are more likely to perform better. Consistency also exists when different measures of teaching effectiveness are used, as indicated by the strong interrelationships between the performance indicators.

The regression analysis also supports the effects of burnout on effectiveness in teaching. The model describes a significant percentage of variance, meaning that the dimensions of burnout are powerful predictors of teacher performance. The exhaustion and depersonalization of teachers are greatly affecting teaching effectiveness, and it has been demonstrated that teaching effectiveness is directly affected by psychological strain. Conversely, there is a positive predictive relationship between reduced personal accomplishment, implying that self-efficacy improves teaching performance. All other predictors included, emotional exhaustion proves to be the best negative predictor of teaching effectiveness, highlighting its key position in shaping classroom outcomes.

The correlation analysis of emotional exhaustion and teaching effectiveness indicates a strong negative relationship that is statistically significant. This means that educators who have elevated emotional exhaustion do not perform well in their teaching duties. Emotional fatigue will result in less engagement in the classroom, less effective delivery of the lesson, and less control over student behavior. The intensity of this correlation underscores emotional burnout as one of the issues that interfere with the quality of teaching and overall educational performance in secondary schools that are of a higher order.

The results regarding the classroom influence show that burnout can impact teaching performance in a significant and significant way. The percentage of teachers who indicate having moderate to severe effects of burnout on their classroom operation is quite high, and only a minor percentage show no significant effects. This implies that burnout affects various aspects of

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teaching, such as the delivery of instruction, interaction with the students, and classroom management. The more burnout teachers have, the greater the chances that they will be less motivated to teach and less enthusiastic about the teaching process, ultimately influencing the learning experiences of students.

The coping strategy analysis shows that there are numerous coping strategies employed by teachers to deal with burnout, with time management being the most common strategy. The peer support and teamwork will also be useful in assisting the teachers to deal with work-related stress. The level of religious coping and recreational activities is moderate, whereas the use of professional counseling is the least. These results imply that the main coping strategies used by teachers are personal and informal, instead of formal psychological support. This underscores the importance of institutionalized interventions and systematic support systems to adequately combat burnout in female teachers.

8. Discussion

The current research indicates that moderate to high rates of burnout are felt by a significant number of female teachers in higher secondary schools, with the emotional exhaustion dimension prevailing. This is consistent with previous studies that stress that teaching is a very stressful occupation that has a constant emotional load, work pressure, and role conflict. Some earlier research has also indicated that emotional exhaustion is the central element of teacher burnout and tends to build up when teachers fail to recuperate when they experience continuous work-related stress. The obtained findings support the notion that emotional fatigue is the most direct and obvious manifestation of burnout among the educators, especially in the setting of the resource-limited educational institutions.

The demographic results indicate that the majority of the teachers in the sample are experienced, married, and are employed in the public-sector schools, making their professional roles even more complicated. This complements previous studies, which have suggested that female teachers usually have to cope with two roles: taking care of the home and also going to school and taking care of the school activities, so that they become prone to stress-related illnesses. Research has always indicated that work-family conflict is a significant factor in burnout among women educators, particularly in developing areas where the system of institutional support is low. This is further aggravated by the large classes and workloads, which validates the earlier research that workload is a critical predictor of burnout.

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Correlation analysis of the current study reveals that emotional exhaustion and depersonalization are negatively related to teaching effectiveness and classroom performance indicators, whereas reduced personal accomplishment is positively related to performance. The results follow previous studies that have reported burnout to be a major challenge to effective teaching. Past research has also found that highly burned teachers are likely to exhibit poor engagement, poor classroom management, and poor quality of instruction. The present results build on this knowledge by validating that the three burnout dimensions altogether impact various teacher performance outcomes, such as student feedback and classroom observation results.

The regression analysis also supports the discussion that burnout is a significant predictor of teaching effectiveness. Emotional exhaustion and depersonalization have negative impacts on performance, but decreased personal accomplishment has a beneficial influence. Such findings are consistent with other studies, which emphasize emotional exhaustion as the strongest predictor of job performance deterioration among educators. Previous literature has also highlighted that an underachieving teacher is likely to disorient themselves in their teaching career, which directly affects the quality of instruction. The current research substantiates these trends and proves that burnout is a significant factor in explaining the variation in teaching effectiveness.

The present discovery of a very negative correlation between emotional exhaustion and teaching effectiveness is also corroborated by the previous empirical literature that repeatedly documents that emotionally exhausted educators fail to maintain their motivation and teaching effectiveness. Past studies have pointed out that emotional exhaustion lowers mental processing, patience, and classroom sensitivity, without which teaching cannot take place. The existing data confirm this point of view and hint at the idea that emotional exhaustion is not merely some psychological state, but the key factor of classroom achievements.

The results concerning classroom performance also support the fact that burnout is a moderate and severe influence on the teaching outcomes. Other researchers have also previously found that burnout has resulted in low quality of instruction, ineffective classroom control, and student engagement. Highly stressed teachers are also likely to be fatigued, less enthusiastic, and find it difficult to sustain positive teacher-student relationships. The current research reinforces these findings by demonstrating that a considerable number of educators directly correlate the decrease in performance with the factors associated with burnout.

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The coping strategies found in our study are mostly aligned with the existing studies that demonstrate that the common coping strategies used by teachers are informal strategies of coping, like time management, peer support, and personal religious practices. Previous research has also discovered that though these strategies help in alleviating burnout, in most cases, they do not help in helping to tackle the underlying causes of burnout. The restricted application of professional counseling in the current research can be considered a tendency that was observed in the previous literature, as the institutional psychological support is not fully used in spite of its possible effectiveness in the case of reducing burnout symptoms.

On the whole, the results of this study are highly aligned with prior studies on teacher burnout, especially concerning emotional exhaustion, workload pressure, and decreased teaching efficacy. Nonetheless, the current research provides some contextual information, as it concentrates on female teachers in District Layyah and how socio-cultural and institutional contexts enhance burnout experiences. It highlights the necessity of systematic interventions, better working conditions, and mental health support systems to minimize burnout and improve teacher performance, which fits and builds on the current research on the topic.

9. Conclusion

The current research was done to test burnout among women teachers in the higher secondary school level in District Layyah and how it affects their performance as teachers. The results are quite clear that burnout is a common problem among the sampled teachers, and most of the teachers reported moderate to high rates of burnout. The most prevailing dimension was emotional exhaustion, which indicated that the psychological health of teachers is greatly influenced by the duration of occupational stress. These findings point out the fact that burnout is not a solitary issue but a prevalent professional dilemma in teaching. The researchers also found that burnout significantly impacts teaching performance and classroom performance negatively. Teachers with more emotional exhaustion and depersonalization have lower quality of instruction, weaker classroom management, and less student engagement. Conversely, low personal accomplishment was also discovered to be more effective in teaching, which implied that teachers who had high self-efficacy are more effective in the classroom. On the whole, the results testify to the fact that burnout has a serious negative impact on the quality of teaching and learning processes.

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Moreover, correlation and regression analysis outcomes supported the existence of a strong statistical correlation between the dimensions of burnout and teacher performance indicators. Emotional exhaustion was reported as the strongest predictor of decreased effectiveness in teaching, which means that emotional fatigue is one of the critical factors of effective performance of a professional. Depersonalization had an adverse effect, and lesser personal accomplishment had a positive effect. These results highlight the fact that burnout is a multidimensional construct that has a combined impact on educational outcomes. Finally, the research confirms burnout among female teachers in District Layyah as a serious issue that needs urgent intervention by the education authorities and policymakers. The evidence indicates that the improvement of working conditions, the decrease in workload pressure, and support of psychological characteristics can be crucial in the elimination of the extent of burnout. The issue of teacher burnout is a critical concern that is necessary to improve teacher performance, as well as guarantee improved student performance and the overall education system.

10. Recommendations

- Schools should reduce excessive workload and ensure fair distribution of tasks.
- Counseling and mental health support programs should be introduced for teachers.
- Professional development workshops should focus on stress management strategies.
- Flexible working conditions should be provided for female teachers.
- Policymakers should develop teacher welfare programs to improve job satisfaction and performance.

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