

البحث العاشر:

*Analysis Causes of Teachers Burnout and Prevention
Approaches In COVID-19 period*
تحليل أسباب الاحتراق النفسي لدى المعلمين والوقاية منه في ظل
كوفيد-١٩

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• المستخلص :

بالإضافة إلى الاحتراق النفسي، فإن المعلمين عرضة أيضا للتعرض للإرهاق. هذه المشكلة هي مصدر قلق حيث لا يملك الكثير منهم مهارات التأقلم المناسبة لمعالجته. على الرغم من أن عدد من المعلمين سعداء في مهنتهم، إلا أنهم قد لا يتمتعون بالمهارات اللازمة لإدارة احتراقهم النفسي وإرهاقهم. هذه المسألة هي مصدر قلق يتعرض له العديد من المعلمين. لفهم آثار الاحتراق النفسي والإجهاد على مهنتهم بشكل أفضل، حيث أجريت دراسة وصفية حددت العوامل الرئيسية التي تسهم في مستويات التوتر لدى المعلمين. كما حددت مهارات التأقلم المختلفة التي يمكن أن تساعد على إدارة احتراقهم النفسي. كلمات مفتاحية: الاحتراق النفسي للمعلمين - أساليب الوقاية - مهارات التأقلم الفعالة لمنع الاحتراق النفسي.

Analysis Causes of Teachers Burnout and Prevention Approaches In COVID-19 period

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Abstract :

In addition to being stressed , teachers are also prone to experiencing burnout. This issue is a concern that many of them don't have the proper coping skills to address. Although most teachers are happy in their profession, they may not have the necessary skills to manage their stress. This issue is a concern that many teachers are prone to experiencing. To better understand the effects of burnout and stress on their profession, a quantitative study was conducted. The study identified the key factors that contribute to the stress levels of teachers. It also identified the various coping skills that can help them manage their stress.

Keyword: Teachers Burnout- Prevention Approaches- Effective coping skills to prevent burnout.

Introduction

Stress in education is a serious issue that should be taken seriously by school administrators, teachers, and the media. It

can lead to burnout and affect the quality of education for both students and teachers. If the symptoms of teacher stress are not properly handled, it can cause teachers to feel overwhelmed and leave the profession permanently (Amirian, Masjedy, & Amirian, 2021).

While working, teachers do not only have to meet the needs of their students, but they also have to adapt to the changes brought about by the various tasks and responsibilities of the job. This is why it is important that they are constantly learning how to manage their stress levels(Steiner, 2017).

Many experienced teachers are likely to feel exhausted and worn down after years of handling the various tasks and responsibilities of their job. In 2001, researchers noted that the increasing interest in developing positive first year experiences for new teachers has been going on for a long time. Unfortunately, many experienced teachers are also experiencing the same issues that new teachers are experiencing. They are not able to provide the necessary support and resources to help them manage their stress levels(Prasojo et al., 2020; Skaalvik & Skaalvik, 2017).

Statement of the Problem

Due to the increasing number of tasks and responsibilities that teachers have to perform, many of them are experiencing burnout and high stress levels. Even though there are mentoring programs that are designed to help new teachers, this issue is still affecting some teachers. In 2009, McCarthy and colleagues noted that it is not possible to assume that experienced teachers are immune from burnout. They noted that the effects of burnout can be directly related to the amount of time that teachers spend in school. It is also

important that teachers have the necessary skills and knowledge to effectively teach(Skaalvik & Skaalvik, 2007).

The constant stressors that teachers face can negatively affect their ability to bounce back. It is believed that they are overworked and under pressure from the high expectations that they have to meet. This issue can also be caused by the lack of resilience and coping skills to manage their daily struggles.It is important for teachers to manage their stress levels and stay focused on their job to ensure that they can continue to be effective at their profession. If they are able to do so, then they can potentially stay in this field for their entire career(Ji & Yue, 2020).

Aim of the study

In this study, we will discuss the various factors that are contributing to the high levels of teacher burnout among high school teachers in Damietta Governorate.

In addition to maintaining their stress levels, teachers should also develop effective coping skills to prevent burnout.

The goal of the study is to analyze the factors that are contributing to the high levels of teacher burnout among high school teachers in Damietta Governorate.

Significance of the Study

The findings of this study will be used to develop effective interventions that can help prevent teacher burnout. Understanding the various factors that are contributing to the high levels of teacher burnout can help teachers develop effective coping skills. It is also important that they receive professional development to help them cope with the stress they are experiencing.

Definition of Core Concepts

Burnout:

According to Haberman (2005), burnout is a condition in which the stress levels in the workplace keep rising and threatening the physical and mental health of the teachers. This can lead to them quitting or burning out. In addition to maintaining their stress levels, teachers should also develop effective coping skills to prevent burnout (Ansley et al., 2021).

Depersonalization:

The feeling that teachers have when they no longer feel like they are part of the community and are working hard to maintain their job is referred to as depersonalization (Wang, 2021).

Teacher's efficacy.

The satisfaction of teachers is one of the most important factors that they can consider when it comes to their profession. When they feel that their work is making a difference, they are more likely to feel that they are contributing to the community (Pietarinen, Pyhältö, Haverinen, Leskinen, & Soini, 2021).

Ltterature Review :

Introduction

It is important to note that burnout among teachers is not overlooked in school districts. Many teachers work incredibly hard to meet the demands of their students, parents, and administrators, and they may not realize that they need to take a break from their daily routines to address the stress they are experiencing (Pietarinen et al., 2021).

Possible Causes of Teacher Burnout

The main cause of teacher burnout is the daily stress that they have to deal with. Without the necessary skills to manage it, they tend to get overwhelmed. According to a 2005 study; burnout is a condition that occurs when teachers are not able to cope with the demands of their job. This issue can lead to them quitting or becoming burnt out. This review will then identify the various causes of this condition (van Droogenbroeck, Spruyt, Quittre, & Lafontaine, 2021).

Workload of Teachers

The heavy workload of teachers can also be a contributing factor to the development of burnout among them. In 2009, a study revealed that teachers reported that the most challenging part of their job was dealing with the administration requirements and student behaviors (Fiorilli, Albanese, Gabola, & Pepe, 2017).

The daily stress that teachers experience can lead to burnout if they don't have the necessary coping skills to manage it. This issue can also affect their performance and affect their relationships with their colleagues. If they don't have the necessary skills to cope with the stress, they may start feeling like they are not able to feel happy in their profession.

Student Behaviors

The daily stress that teachers experience can lead to burnout if they don't have the necessary skills to manage it. One of the most challenging tasks that they have to deal with is dealing with the behaviors of their students (Chang, 2020).

According to a study conducted by Egyed and Short in 2006, burnout can lead to teachers not wanting to help their

students. Instead, they might choose to have someone else deal with their problems. Teachers should be the ones to deal with disruptive students, and they should not feel obligated to remove them from class for the sake of someone else. A study conducted in 2017 by Herman and colleagues revealed that classes with high levels of stress were more prone to experiencing disruptive behavior (Ye Zhang, Zhang, & Hua, 2019).

Administration

Administration should also be aware of the additional tasks that teachers are required to complete in order to maintain their workload. It is important that they have the necessary resources and training to manage their stress. Doing so will prevent them from becoming over-stressed and experiencing burnout (Güneş & Uysal, 2019).

Another contributing factor to the development of burnout among teachers is the administration requirements, which can add an additional burden to their already stressful daily routines. According to a study conducted by McCarthy and colleagues in 2009, long-term teachers are more prone to experiencing burnout (Oberle & Schonert-Reichl, 2016).

Teacher Efficacy

One of the most important factors that teachers consider when it comes to experiencing burnout is their ability to control their own schedule. They like to be able to make their own decisions regarding the materials that they use in their classes. According to a 2003 study, self-efficacy is a psychological condition that helps people feel that they can successfully complete their tasks. It can also help them avoid

getting carried away by their difficulties and focus on their goals (Oberle, Gist, Cooray, & Pinto, 2020).

In order to motivate their students, teachers should not be restricted. This can help them create a positive environment for them and improve their teaching skills. Classroom management is also important to ensure that the students are receiving the best possible education. According to a 2014 study, effective teachers are leaders when it comes to addressing the various concerns of their students(Tsang, Wang, & Bai, 2021).

According to the goal of classroom management, it is to create a positive environment for the students by providing them with the necessary tools and resources to succeed.Unfortunately, if teachers are feeling under stress and pressured, they may not be able to create a positive environment for their students. This can prevent them from being effective at their job and could also affect their students' academic performance(Tsang, Teng, Lian, & Wang, 2021).

Job Satisfaction

Job satisfaction can have a positive effect on a teacher's performance if they feel that they are being effective at their job. According to a study conducted by the researchers, decades of research have shown that a positive school climate can help improve the academic performance of both the students and teachers (Pyhältö, Pietarinen, Haverinen, Tikkanen, & Soini, 2021).

Being satisfied with your job performance can also help prevent burnout and improve the quality of your life as a professional. Having a positive work environment can help

keep a teacher's balance between their regular workload and their personal life. In 2014, a study conducted by Slaalvik and colleagues revealed that autonomy and self-efficacy can also help improve a teacher's job satisfaction. They found that those who are satisfied with their job performance are less likely to experience emotional exhaustion and burnout (Saloviita & Pakarinen, 2021).

Possible Solutions

According to Ouellette et al., it is possible to encourage a healthy work environment and provide the necessary support and resources for teachers. However, it is important that teachers are taught how to manage their stress and develop effective coping strategies. Unfortunately, many school districts do not have the resources and support to address the issue of teacher burnout. There are various ways that teachers can help themselves avoid experiencing burnout (Jensen & Solheim, 2020).

Overall Health of Teachers

If teachers are constantly stressed, it can lead to various health issues. In 2018, a study conducted by Ouellette and colleagues revealed that most of them believe that their work-related stress negatively affects their physical and personal health. They also noted that the availability of material and human resources can help reduce their stress levels (Amzat, Kaur, Al-Ani, Mun, & Ahmadu, 2021).

A study conducted by Johnson and colleagues in 2005 revealed that prolonged stress can have detrimental effects on a person's health. It can lead to depression and heart disease, and it can also cause poor habits such as avoiding eating. It is also important that teachers take the time to consider their

overall health. This can help prevent stress from negatively affecting their personal relationships and health(Chang, 2009).

How to Prevent Burnout

According to Rumschalg (2017), the US spends about \$2 billion annually on the recruitment and retention of teachers. The cost of this issue could go up to \$7 billion if other factors are included. In 1985, a study conducted by Rashidke and colleagues noted that teacher stress is a serious issue that needs to be addressed in order to improve the quality of education in the country. According to Richards, teachers can make time for themselves by taking time for themselves, engaging in regular exercise, and eating a healthy diet. They can also set aside time for meditation and relaxation (A. Dexter & Wall, 2021).

Methodology

The goal of the study was to identify the factors that contribute to the development of teacher burnout. It also conducted a survey to gather information about the various coping skills that teachers use to manage their stress.

Research Design

The design of the survey was also ideal because it allowed the researchers to collect the accurate responses from the teachers. Through the survey, the researchers were able to collect information about the various factors that contributed to the development of teacher burnout.

The researchers used a quantitative method to collect the data from the teachers. This method allowed them to analyze the results and determine the factors that contribute to the development of teacher burnout. The questions that were

asked in the survey were easily quantified using the Likert scale.

Settings and Participants

The survey was sent to all of the high school teachers in Damietta Governorate

who were currently working in a secondary school. It was initially distributed through district email. The researchers then used a snowball strategy to encourage the other teachers to complete the survey.

The data collected during the survey was analyzed through Qualtrics. The survey was sent out for three weeks. The questions that were asked in the survey were located in Appendix A.

The 60 teachers that participated in the survey were from kindergarten to sixth grade. Most of them were female. Some of them have been teaching for over 16 years. Eight of them have been teaching for over 13 years, while 17 of them have been teaching for less than four years. Fifteen teachers have been teaching for less than three years, while the remaining teachers selected "other."

The survey was sent to all of the high school teachers in Damietta Governorate who were currently working in a secondary school. Twenty-two teachers out of the total of 27 have Master's degrees. Fifteen teachers have multiple credentials. Four out of the twenty-six have been at their current grade level for over 16 years, while nine out of the twenty-six have been at their current grade level for over 9 years. A total of 25 teachers have been teaching for less than three years.

Instrumentation and Procedure

The data collected during the survey were analyzed in two different ways: a qualitative and quantitative method. The quantitative portion of the survey asked the teachers about the various factors that contribute to the development of burnout. The demographic information that was collected during the survey was also used to determine the length of time that the teachers have been working.

The survey also asked the teachers about their various causes of burnout and how they can help themselves get back to feeling good about themselves. The researchers concluded the survey by asking about the feelings of the teachers about working with technology in their daily lessons.

Data Analysis

The results of the survey were analyzed through a mixed-method approach. The first part of the study involved analyzing the data and determining the themes from the responses. The second part of the analysis involved determining how the data was displayed.

Charts showing the results of the survey were made using the Likert scale. The responses were summarized either in numbers or in terms of their descriptive responses. The questions that were asked were then categorized into themes depending on the responses.

Results

a.To answer the fist study question which is :How Often Are Teachers Stressed in Their Profession?

Almost half of teachers said that their profession is stressful, with over 20% stating that it's often. About a third of them said that it's only sometimes stressful, and over 10% stated that it's always stressful. The survey also asked teachers to rate their stress levels based on their workload.

Twenty-six percent of teachers said that their profession is often stressful, while 19 percent stated that it is sometimes stressful, and 15 percent said it is very stressful. Some teachers claimed that their profession is never stressful, while 71.9% of them said they do take on additional duties.

b. To answer the second study question which is :What Are Some Leading Causes of Teacher Burnout?

The survey was conducted to ask teachers to identify the various types of stressors they experience in the workplace. They were then able to select all of the factors that they considered to be most stressful. According to the survey results, 41 teachers stated that their stress levels were caused by the lack of training related to new initiatives.

According to 27 teachers, the second most stressful factor in their profession is student behavior. Twenty-four said that the interaction with the parents is the third most stressful factor.

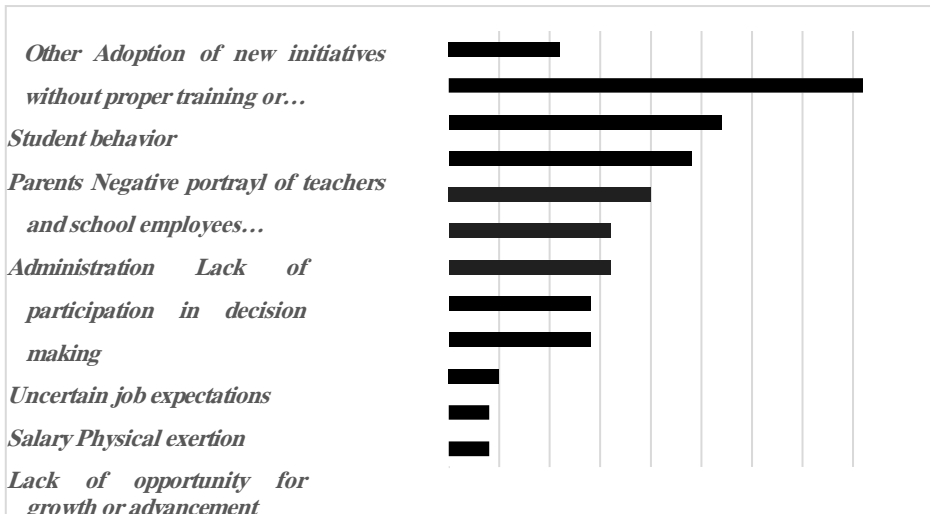


Figure 1 Causes of Teacher Stress in the Workplace

Coping Skills to Prevent Burnout Professionally

Many teachers use various coping skills to manage their stress. According to a survey, over forty percent of them have talked about the stress they experience in the workplace, either through their partner, a colleague, or their friends. Some also stated that they leave the office without taking the stress away. Fifteen percent of them stated that they engage in exercise.

Coping Skills to Prevent Burnout Personally

To prevent burnout, teachers were asked to identify the three actions they take personally to cope with their stress. Figure 2 shows the various strategies they use to manage their stress. One of the most common methods of coping is exercise. Other strategies that teachers use include taking part in group activities and relaxing with their families.

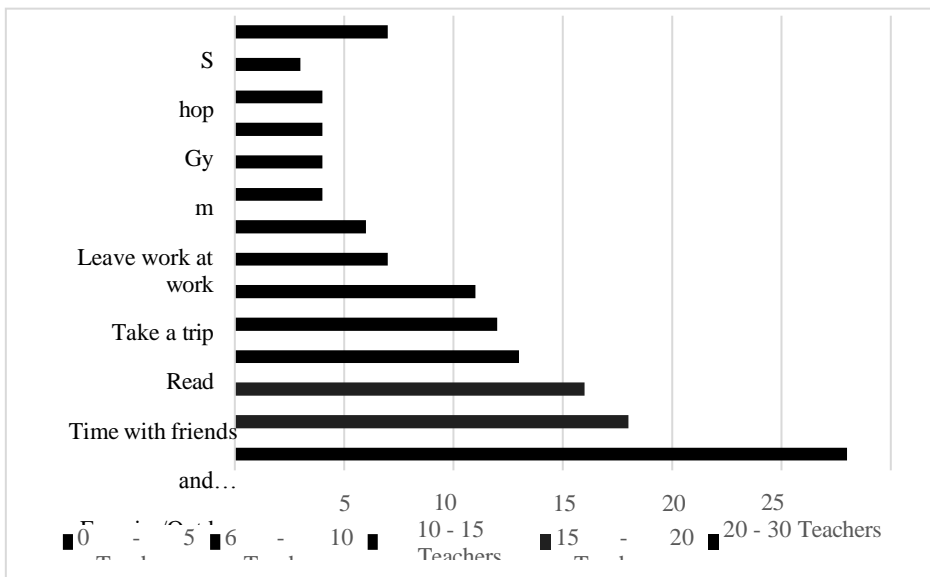


Figure 2 How Teachers Cope with Stress Personally

C, To answer the third study question which is: Are Teachers Happy in Their Profession?

The survey was conducted to find out if teachers are satisfied with their profession. According to the results, 91.2% of the teachers said they were satisfied with their job. Another question asked about the quality of content that teachers deliver was also asked.

Almost half (49%) of teachers said they were satisfied with how they deliver content to their students, while 24% said they were happy with the way they do so. Additionally, about 75% of teachers said they have great relationships with their pupils

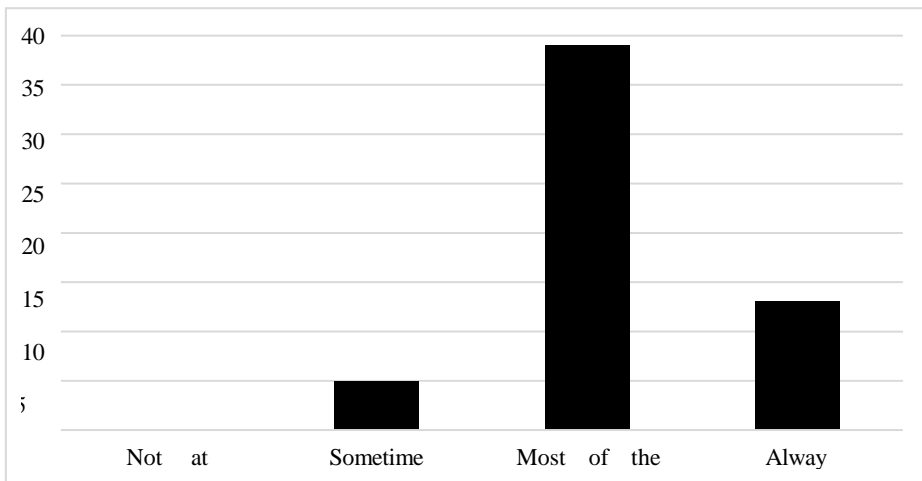


Figure 3 Teachers Satisfaction with Profession

Discussion

Despite the high stress levels that teachers experience in their profession, most of them are not experiencing burnout. The survey results show that most of them are happy with their job. Over 90% of the teachers said that they were very satisfied with their profession(Park & Shin, 2020).

According to the survey, over half of the teachers said that they are constantly stressed out at work, and almost 70% of them also take on additional duties.

The main source of stress for the teachers is the lack of training in new initiatives. Over 75% of them cited adoption of new initiatives as the cause of their stress. Despite the various obstacles that they have to face, most teachers have learned to manage their stress through coping skills.

Half of the teachers said that they try to manage their stress professionally by engaging in some form of "venting." They also stated that they can cope with their stress by exercising or participating in other forms of physical activity.

Despite the high levels of stress that teachers experience in their profession, most of them are still happy with their job. However, the constant changes that they have to face due to the implementation of COVID-19 and the shift to a new teaching environment have caused some teachers to consider leaving their job.

Despite the high levels of stress that teachers experience in their profession, most of them are still satisfied with their job. They also stated that they are very happy with their relationship with their students. However, a little less than half of them are satisfied with how they deliver content.

Despite the high levels of satisfaction that teachers have in their profession, teaching is considered to be a high-stress job. Over 75% of them stated that they are always or sometimes always stressed out at work. The main source of their stress is the lack of training in new initiatives.

Without the proper training, teachers are expected to carry out new initiatives on their own. This can add to their stress

levels and make them feel like they are not being supported properly. Parents and student behaviors can also contribute to their stress levels. It is important that teachers find ways to reduce their stress levels in order to be successful.

Conclusion

Although there is no single event or experience that can cause a person to feel like they are suffering from burnout in their profession, it is clear that the stress can affect everyone. Many teachers have learned to manage their stress in order to maintain their well-being. Unfortunately, teaching has a high turnover rate, especially among new teachers.

If the administration and the schools were to provide funds for these types of initiatives, then maybe some teachers would feel less inclined to leave the profession after experiencing burnout. Besides regular training, the administration can also help teachers develop their self-care skills.

Recommendations

When new initiatives are being implemented, it is important that the administration and the districts are aware of the new requirements and ensure that the teachers are given the opportunity to participate in the development of the programs. They should also regularly monitor the mental health of their teachers.

Many teachers find ways to cope with their stress in the workplace by talking to their colleagues, friends, or family members. Some districts also provide staff counselors who can help their teachers talk about their stress. These individuals can help them develop coping skills and manage their stress.

It is also important that teachers take time off from their job each year to take some self-care days. This can help them maintain their well-being and avoid feeling guilty about taking time off.

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