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OVERCOMING BURNOUT SYNDROME AMONG SECONDARY SCHOOL SENIOR TEACHERS IN PETALING UTAMA DISTRICT

SHERLY BT SHARIF



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MASTER OF EDUCATION (EDUCATIONAL PSYCHOLOGY)
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ABSTRACT

In the Petaling Utama District of Malaysia, a mixed-methods study engaged 302 senior secondary school teachers to investigate burnout phenomena. The primary focus of this research was on proactive behaviour and socioemotional abilities as strategies to alleviate work-related stress among teachers. The study delved into a detailed analysis of workload, emotional fatigue, and stress-relieving techniques, explored through both quantitative methods, such as surveys, and qualitative methods, including in-depth interviews. The findings of the study underscore the crucial role played by proactive behaviour and socioemotional competencies in mitigating burnout and subsequently enhancing senior secondary school teachers' job satisfaction. Statistical research also provided insights into the relationships between demographic factors and the propensity for burnout, offering a profound understanding of the experiences of senior teachers in the specified district. Qualitative interviews added depth to the study, providing perspectives on the challenges faced by senior teachers and strategies for coping with stress and increasing job satisfaction. Overall, the study reveals that senior secondary school teachers in the Petaling Utama District encounter significant levels of workplace stress, emphasizing the profound need for socioemotional skills to alleviate this pressure. The suggestions provided in the study offer valuable guidance to educators in the district for preventing burnout through targeted interventions and effective support systems. The mixed-methods approach employed in this study brings added dimensions to the research by providing a holistic understanding of teachers' experiences with burnout, integrating both quantitative and qualitative data. The results of this study contribute not only significantly to the understanding of teacher burnout in Petaling Utama District but also underscore the importance of proactive behaviour and emotional intelligence in preserving senior teachers' performance, well-being, and retention. The comprehensive insights gained from this research can inform practices and policies to support senior secondary school teachers by emphasising socioemotional skills in professional development and fostering restorative work environments. In essence, this study makes a substantial contribution to our knowledge of how to mitigate secondary school senior teachers' burnout. It highlights the value of proactive behaviour and emotional intelligence in sustaining teachers' effectiveness and job satisfaction.





MENGATASI SINDROM *BURNOUT* MELAMPAU DALAM KALANGAN GURU SENIOR SEKOLAH MENENGAH DI DAERAH PETALING UTAMA

ABSTRAK

Dalam kawasan Daerah Petaling Utama, Malaysia, satu kajian kaedah campuran telah dijalankan dengan melibatkan 302 guru senior dari sekolah menengah bagi menyiasat fenomena *burnout*. Fokus utama kajian ini adalah terhadap tingkah laku proaktif dan kebolehan sosioemosional sebagai strategi untuk mengurangkan tekanan yang berkaitan dengan kerja di kalangan guru senior. Kajian melibatkan analisis terperinci terhadap beban kerja, keletihan emosi, dan teknik melegakan tekanan, yang dijelajahi melalui kaedah kuantitatif melalui soal selidik, dan kualitatif melalui temu bual secara mendalam. Hasil kajian menyorot peranan penting tingkah laku proaktif dan kebolehan sosioemosional dalam meredakan fenomena *burnout* dan seterusnya meningkatkan kepuasan kerja guru. Analisis statistik juga memberikan wawasan tentang hubungan antara faktor demografi dengan kecenderungan *burnout*, memberikan pemahaman mendalam terhadap pengalaman guru senior di wilayah tersebut. Temu bual kualitatif menambah dimensi kepada kajian dengan memberikan pandangan tentang cabaran-cabaran yang dihadapi oleh guru senior dan strategi untuk mengatasi tekanan serta meningkatkan kepuasan dalam kerja mereka. Secara keseluruhan, kajian ini menunjukkan bahawa guru sekolah menengah di Daerah Petaling Utama menghadapi tahap tekanan yang signifikan di tempat kerja, dengan keperluan kemahiran sosioemosional yang mendalam untuk meredakan tekanan tersebut. Cadangan yang diberikan dalam kajian ini memberi panduan yang berguna kepada pendidik di kawasan tersebut untuk mencegah fenomena *burnout* melalui intervensi yang terarah dan sistem sokongan yang berkesan. Pendekatan kaedah campuran dalam kajian ini memberikan kelebihan dalam memberikan pemahaman yang holistik terhadap pengalaman guru dengan *burnout*, mengintegrasikan data kuantitatif dan kualitatif. Keputusan kajian ini bukan sahaja memberikan sumbangan penting dalam pemahaman mengenai *burnout* guru senior yang bukan hanya di daerah Petaling Utama tetapi juga di Malaysia dengan menekankan kepentingan tingkah laku proaktif dan kecerdasan emosi dalam menjaga prestasi, kesejahteraan, dan retensi guru di daerah Petaling Utama Khususnya.



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LIST OF ABBREVIATIONS

MBI	Maslach Burnout Inventory
QUAN	Quantitative
QUAL	Qualitative
JDC	Job Demand Control
CBT	Cognitive Behavioral Therapy
KPI	Key Performance Indicator





LIST OF APPENDIX

- A List of Schools Name in Petaling Utama District
- B Questionnaire Items Validity Form
- C Semi-structured Interview Questions
- D Transcripts of the Interview





CHAPTER 1

INTRODUCTION



1.1 Introduction

This chapter includes the following sections: background of the study, problem statement, research objectives, research questions, theoretical framework, related theories, the definition of terms, scope and limitation, the significance of the study, and summary.

1.2 Background of the Study

Teaching is a challenging phenomenon to achieve because it requires commitment and emotional and mental strength. In the Malaysian education scenario, teachers' workload appears unbearable. Workload increases routinely as teachers are expected to



accomplish numerous responsibilities. Apart from fulfilling the main responsibilities in the classroom, teachers in Malaysia are also expected to accomplish a multitude of non-teaching chores, including doing records and reports about students' performance in the academic field as well as co-curricular activities (Siraj & Sakika, 2018).

Therefore, stress and job burnout in teaching are not new phenomena in Malaysia. Subon & Sigie (2016) revealed that teaching in Malaysia is among the most stressful professions since high levels of stress are generated routinely. In Malaysia, teachers are bound to be mentally or physically drained after several hours of teaching as well as undergoing an unexciting routine annually. It is important to note that the issue of teacher burnout does not only occur in Malaysia but also across the globe. According to Amzat et al. (2021), burnout among young teachers has been found to be prevalent in western countries including the U.S, the UK, Russia, Australia, and Germany, among others. Therefore, stress and burnout are recorded to decrease teachers' vitality, and this has a significant impact on their professionalism level. In some case, this triggers attrition, which in turn cause a negative impact on student achievement.

The expansion of globalization influences the education frameworks by causing changes in the fast progressions in the data and telecommunication field. These fast changes bring about educators having to expand duties separated from their teaching responsibilities. As mentioned by Subon and Sigie (2016), teaching is commonly known as the most unpleasant occupation as the education framework includes everyone being pressured with regulatory designs, ceaseless assessment of its cycles



and results, and expanded collaboration with learners, guardians, co-workers, principals, and the local community.

Issues like the expansion in students' awful conduct, students' detachment, highly pack classes, expanding authoritative burdens, absence of infrastructural support, and the public's negative assessment have prompted work stresses when filling in as educators, and this frequently prompts burnout. What is more, the new presentation of the teaching program and utilization of the new electronic teaching framework has caused the senior teachers to feel the tension building up as they are adapting consistently to the changing climate of the education system in Malaysia. Many senior educators in Malaysia have gone to a point where they believe they are no longer perceived as contributing members of the teaching industry. It has affected their self-efficacy greatly. This too has created the senior teachers to be lacking in job satisfaction and feel demoralized by the situation. All these factors will expand the burnout syndrome among secondary school senior teachers. The research is aiming to identify the causes of burnout syndrome among secondary school senior teachers and ways that can help the teachers to overcome the problem.

The incident of burnout always initiated from the intense interaction in working with different individuals is quite common. It has been considered an important issue in a human service occupation. Burnout among senior teachers is becoming a serious issue as the profession consists of stressors coming from students and other contexts that impact their mental and emotional health. Therefore, this research will focus on identifying the root cause of burnout syndrome and the effective interventions to



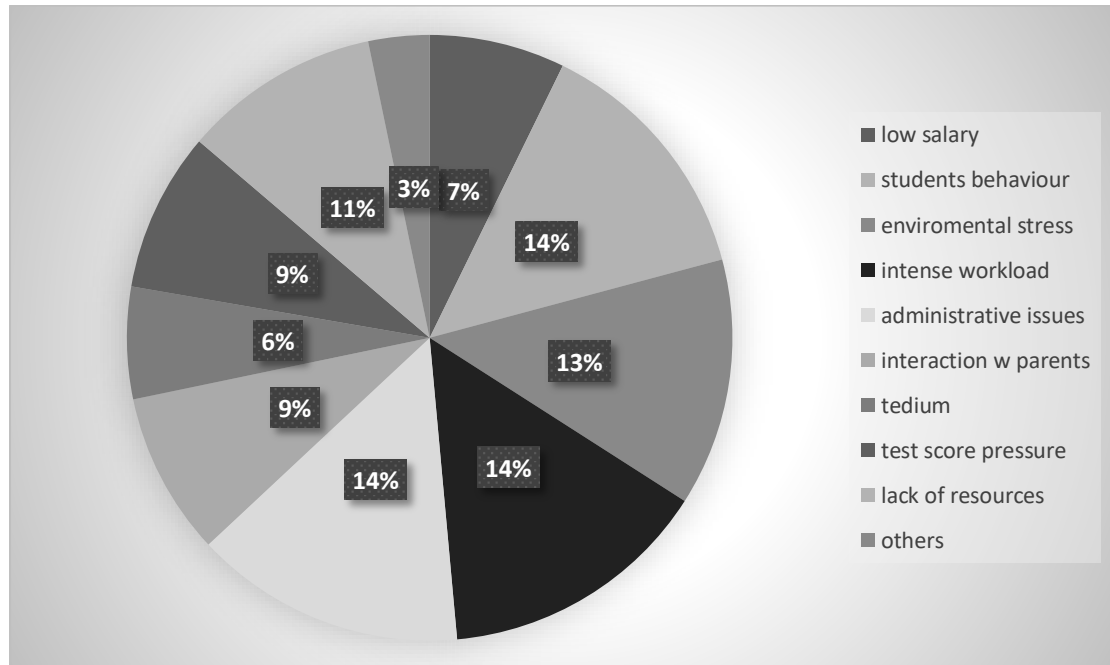


overcome the burnout issue among senior teachers. The teaching profession generally consists of various emotional factors that can impact mental and emotional health.

Figure 1.1 explains the cause of burnout among teachers in Malaysia. Intense workload and administrative issues are among the highest cause that led to teachers' burnout. The next factor would be students' behavior and environmental stress. Moreover, the salary and lack of resources in the school play a part in causing the teachers to be stressed hence contributing to burnout syndrome. Uncooperative parents and repetitive workloads too, drain the teachers emotionally and contribute to them feeling stressed and demotivated. Furthermore, with the pressure of keeping up with the Ministry KPI and the pressure to improve themselves by the education department has left the teachers emotionally and physically drained. There are many other factors that contribute to the burnout of teachers, these are among the highest factors found in the survey done by Mahfar et al 2018.

Stress can be generated among individuals by emotional or behavioural disturbances, some active negative events, own beliefs, and so on. In the context of Malaysia, it has been found that teachers' burnout levels are closely related to stress, generated by workload, responsibilities, age group of pupils, and so on (Mahfar et al., 2018). On the contrary, it has been found that an individual is required to maintain a positive balance between his internal and external environment (Ngui & Lay, 2020). In the case of understanding the problem of teachers in relation to stress, it has been found that it has not only impacted their professional field but also their personal beliefs and emotions.



Figure 1.1*Teacher Burnout Causes and Impacts in Malaysia*

As a result, factors that contributed to stress are student's behaviour, workload, constant changes in the ministry policies, lack of support from the management, insufficient teaching facilities in schools and using electronic devices that lead to burnout among secondary school senior teachers.

1.3 Problem Statement

Burnout among teachers is a serious problem, which negatively affects their performance and the delivery of effective teaching or services to students. Hence, there is a need for this research to examine this serious problem to offer relevant measures or



solutions tailored to resolve burnout among senior teachers in Petaling Utama district. Many school systems, in addition to society, often put teachers at the risk of experiencing stress and burnout and this ultimately lessens their enthusiasm for teaching, which is a serious problem (Subon & Sigie, 2016). The absence of teacher engagement and enthusiasm and passion for teaching can lead to an increase in negative effects, particularly on students learning outcomes and overall teacher performance (Siraj & Sakika (2018). Similarly, the teachers experiencing strict school rules and ever-changing policies by the ministry, reduce budgets, lack of administrative support, lack of parental support, and increase responsibility in ensuring student performance, which are cited to increase pressure on the teachers (Othman & Sivasubramaniam (2019). Furthermore, the lack of adequate teaching resources, classroom facilities and overall poor infrastructure are also known to cause stressors for teachers.



Apart from that, the implementation of various reforms in education has definitely made the pressures and responsibilities of teachers to be more challenging (Lim & Leong, 1999). This situation has led to the prevalence of job dissatisfaction among teachers as they felt in a constant state of lethargy. This problem should not be taken lightly since the situation will contribute to high levels of burnout and stress among teachers. As professional teachers, it is necessary for them to look for opportunities to expand and improve their career performance in line with the current technological era of the education industry which can be increasingly challenging for senior teachers' to adapt. Therefore, teachers need to address the issue of adapting to the new environment which includes aspects of the knowledge and skills for teachers to face society, students, parents, and management and also dealing with more global issues in the fast and demanding technological era.





As such, this study is undertaking specifically to look at issues faced by secondary school senior teachers in the Petaling Utama district, Selangor to identify factors that cause their stress levels to increase hence resulting in them experiencing burnout and indirectly affecting the teachers' job performance at their schools respectively. According to Norainil Yusof (2017) teachers, today continue to be burdened with various challenges and other problems that challenge the credibility of the teachers as educators, especially among senior secondary school teachers.

Rohaidah (2015) in her study stated that the pressure teachers experience will cause them to feel that the responsibility as educators is a task that is very burdensome, not fun and does not give satisfaction to them. Having these negative emotions can lead to signs of burnout namely frequent absences, health issues and early retirement because they feel unable to deal with the work situation. Today as educators, teachers commonly will experience health problems as a result of uncontrollable stress and they too have an emotional breakdown that leads to accuse themselves and others of being at fault for the problems that occur, having emotional conflict within themselves and alienating themselves from others.

According to Locke E. A (2014) job satisfaction is a positive and pleasant emotional state resulting from a person feeling good towards his/her work. This fact is supported by Herzberg (1964) that when workers are given the freedom to do work, they will enjoy working and will continue to help their organisation to succeed. Clearly here shows that teachers who cannot get job satisfaction will constantly change their workplace so that they get satisfaction in the work that they do. In this regard, the needs of teachers must be fulfilled so that they can get satisfaction from their job. Meanwhile,





Porter (1962) explains that job satisfaction can be achieved if the individual is able to fulfil all his/her life needs. These needs consist of physical and psychological needs. Therefore, the attitudes and feelings of secondary school senior teachers towards services and responsibilities can illustrate the level of job satisfaction with their contributions and their services to their schools. A less satisfying attitude or lack of satisfaction with the service between individuals can cause them to be disappointed and leave the occupation altogether.

Another scenario which needs to be addressed is the lack of literature on burnout among senior teachers in a Malaysian context. The conceptual aspects and in-depth analysis cannot be presented in this study due to the secondary research-based study which only generates focus on the existing theory-based outlooks. There are various scholarly articles used for this research which help to determine the intervention strategies. However, this cannot provide the detailed aspects and the way of application which might be presented to be applicable for those who needed it.

Apart from this, some articles are not based on the Malaysian aspects thus the proper scenario of the Malaysian academic sector in respect of senior teachers' burnout cannot be highlighted. Finally, there is a documentation gap in the review part since the majority of publications are based in countries other than Malaysia. As a result, Malaysia's genuine situation has been overlooked. This is supported by Amzat et.al (2021), the literature on teacher burnout in Malaysia is still limited. Siraj et. Al (2018) also commented on a similar scenario stating that there is little empirical evidence from the Asian context, particularly from Malaysian on the senior teachers' burnout phenomenon. As a result, it is reasonable to predict that these gaps in the literature will





be addressed in the final dissertation. Taken together, the above elements have been outlined that caused secondary school senior teachers to experience high-stress levels, which interfere with their job performance are worth examining to establish effective ways to overcome burnout among them.

Realising the problems faced by secondary school senior teachers which are caused by workload stress can lead to burnout issues, the researcher has made the decision to study what factors that causes burnout among secondary school senior teachers. On top of that to identify suitable intervention programmes that can help them to reduce their stress level and overcome their burnout problems. In addition, it is hoped that this study can be a guide and also a reference to all related parties so that they can take steps to curb the possibility of widespread burnout among secondary school senior teachers.



1.4 Research Objectives

This research is aimed to identify potential strategies to overcome burnout syndrome among senior teachers in Malaysia. The objectives of this research are as follows:

1.4.1 Quantitative Objectives

- i. To identify demographic characteristics that influence burnout among secondary school senior teachers in Petaling Utama.



- ii. To identify the level of burnout among secondary school senior teachers in Petaling Utama.
- iii. To measure the level of emotional exhaustion among secondary school senior teachers in Petaling Utama.
- iv. To measure the level of depersonalization among secondary school senior teachers in Petaling Utama.
- v. To measure the level of personal accomplishment among senior teachers in Petaling Utama.
- vi. To identify the contributing factors to stress and burnout among secondary school senior teachers in Petaling Utama.
- vii. To examine the impacts of extreme stress on teachers and their teaching capacity.

1.4.2 Qualitative Objectives

- i. To investigate the effective interventions to overcome the syndrome of burnout among secondary school senior teachers in Petaling Utama.
- ii. To suggest effective strategies to maintain emotional well-being among secondary school senior teachers in Petaling Utama.



1.5 Research Questions

The research questions are the important aspects of research as these questions help to direct the study towards successful completion. The research questions are as follows:

1.5.1 Quantitative Research Questions

- i. What demographic characteristics that influence burnout among secondary school senior teachers in Petaling Utama?
- ii. What is the level of burnout among secondary school senior teachers in Petaling Utama?
- iii. What is the level of emotional exhaustion among secondary school senior teachers in Petaling Utama?
- iv. What is the level of depersonalization among secondary school senior teachers in Petaling Utama?
- v. What is the level of personal accomplishment among secondary school senior teachers In Petaling Utama?
- vi. What are the contributing factors to stress and burnout among secondary school senior teachers?



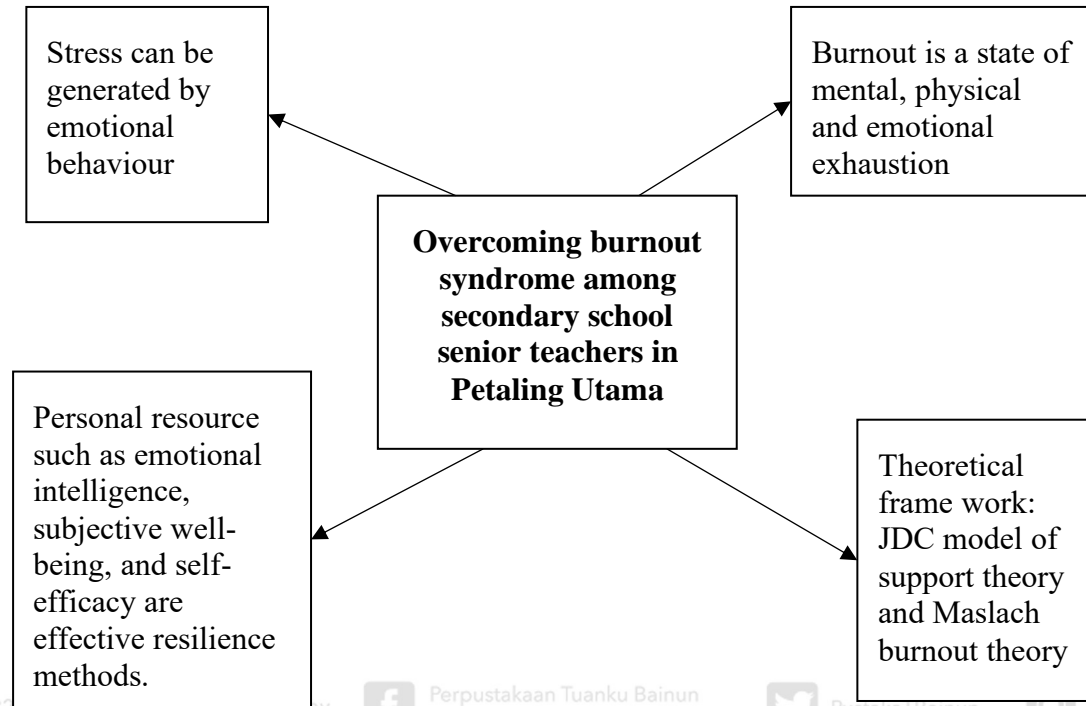
- vii. What are the impacts of extreme stress on teachers and their teaching capacity?

1.5.2 Qualitative Research Questions

- i. What are the effective interventions to overcome the syndrome of burnout among secondary school senior teachers?
- ii. What strategies can help them to maintain the emotional well-being among the secondary school senior teachers in Malaysia?

1.6 Conceptual Framework

Based on the theoretical framework presented in Figure 1.2, the conceptual framework will be addressing the burnout symptoms by focusing on the teachers' stress level, teachers' overall well-being and the ability to overcome the emotion. The theoretical framework based on Maslach, and JDC has one thing in common which is stress. The theories said that stress is much related to interaction with students and occupational policies. Therefore, the teachers who are facing a high level of stress should address the issue concern by having positive coping strategies. According to Smetackova et al. (2019) that there are 6 positive coping strategies: play down, guilt denial, substitutional satisfaction, situation control, reaction control and positive self-instruction.

Figure 1.2*Conceptual Framework*

Teachers' overall well-being can be categorized as mental and physical health. The conceptual theory is that the two factors mentioned should be looked at as major factors to overcome burnout symptoms. Tapp (2018) mentioned four related issues that can contribute to the teachers' mental and physical well-being that will cause burnout syndrome. They are fatigue and sleep issues, forgetfulness and intense trouble concentrating, appetite and weight issues and depression and anxiety.

As the teachers progress with age there are many things that they would have to face and overcome. This will cause certain emotional build-ups that will affect their performance as educators. To avoid the teachers' overall well-being badly affected, the teachers could use their professional skills to manage their difficult times. Both their



practices and beliefs in professional settings can be used to manage their own overall well-being.

The ability to overcome emotion among teachers will be able to help them to solve burnout syndrome. Demir (2018) stated that psychological capital increases individual positive attitudes and it helps to prevent individuals from developing negative attitudes. It is clear the ability to overcome emotion will help to address self-effectiveness among the teachers. Teachers with high positive attitudes will likely have better job satisfaction.

In short the conceptual frame work provides the researcher with the area of interest such as stress generator, personal resources, the affect of burnout and the theoretical framework for the study.



1.7 Operational Definition

The key terms which have been used to outline the significance of ‘Overcoming Burnout Syndrome among Secondary School Senior Teachers in Petaling Utama District. The terms are:

1.7.1 Burnout

It is a term used to describe a state of one’s emotional well-being. Many studies have been carried out and it is understood by all that burnout is mental and physical





exhaustion caused by prolonged stress. This coincides with Brennan's (2020) statement saying that burnout is a form of exhaustion caused by constantly being swamped and it is a result of excessive and prolonged emotional, physical, and mental stress. Mostly burnout is related to one's job. This is further supported by Maslach and Leiter (2016) findings that burnout can be attributed to the feeling of emptiness which resulted from job-related pressure, stress and overload with job demands and responsibility.

1.7.2 Intervention

Leiter and Maslach (2016) in Gary Cooper (2018) mentioned that interventions are designed to assist workers to manage workplace stressors to reduce the stress level that they are experiencing. Invention suggested that people who are facing burnout focus on strengthening their physical and psychological resiliency to face stressful situations. This method of preventing burnout will be able to elude the problems before it emerges and stop them before they happen.

1.7.3 Senior Teacher

Senior teachers are teachers that have been in the profession longer than 10 years. They are with knowledge and experience in their field. According to Collin Corbulid's dictionary, experience is knowledge or skills in a particular job or activity, which one has gained because one has done that job or activity for a long time. In this research context, senior teachers are those who have done the job for quite substantiate amount of time in the industry.





1.7.4 Emotional Exhaustion

Emotional exhaustion is a state of a person feeling overwhelmed with job demands, conflicts, lack of moral support personally and professionally and inability to feel secure and safe in the surrounding. According to Valcour (2020), people suffering from emotional exhaustion normally experience high levels of work-life conflict. This coincides with Wright and Cropanzo (1998) opinion stating that emotional exhaustion describes the feeling of being emotionally overextended and exhausted by one's work. These emotions created the feeling of being psychologically and emotionally drained from the situation.

1.7.5 Depersonalization



Maslach (2015) mentioned that depersonalization is referring to losing cognitive involvement with the work. This is an emotion that creates the feeling of incompetence to accomplish productivity and achievement in one's work. Having this detachment from the work environment will create stress which eventually leads to burnout among teachers. On top of that, it will create a negative environment that will affect colleagues and the organization at large. This thought pattern too is contiguous for it can also influence other people in the organization to feel less enthusiastic about their job.





1.7.6 Personal Accomplishment

According to Maslach (2001) personal achievement is a negative self-evaluation of personal achievement where a person feels that they have lost their effectiveness and feels that there is a threat to their self-esteem. In addition, teachers who experience a decline in personal achievement begin to feel that they lack enthusiasm in carrying out their responsibilities towards students, friends, or family. In the context of this study, the personal achievement is the tendency of educators to evaluate themselves negatively. Teachers will see their work as meaningless, showing depression, low moral level, interpersonal withdrawal, loss of productivity, inability to cope with stress, feelings of failure and loss of self-esteem.

The definition of terms helps to detail the explanation of the technical term that later on will be use as the measurements during the data collection and analysis for this study.

1.8 Scope and Limitation of Study

This study is conducted to determine the level of burnout among secondary school senior teachers in Petaling Utama district and to identify the best intervention methods that could help the teachers to overcome their burnout issues. The teacher burnout study consists of Emotional Exhaustion, Depersonalization and Personal Achievement. The emotional exhaustion subscale assesses feelings of emotional exhaustion towards work. The depersonalization subscale assesses the subject's lack of compassion, lack of



empathy, and lack of concern for people who receive services, care, or treatment from them.

The personal achievement subscale assesses feelings of competence and success when working with people. Semi-structured interviews will be carried out after identifying senior teachers with symptoms of burnout. The interview will focus on four intervention techniques that can be applied to the teachers. The intervention methods are: cognitive behavior therapy (CBT) is a type of psychotherapy that involves the change of thinking pattern, social-emotional skills are the ability to manage their own emotions, and develop healthy relationships in the workplace.

It reduces the negative thoughts that could lead to stress and eventually burnout, social supports mean making a network of family and friends readily available when needed and finally professional development which is a continuous process in engaging continuation of education which will develop the teachers' professional skills and subsequently lessen the chance for the teachers to feel stress and burnout. The instrument that will be used in this study is a questionnaire. This questionnaire contains two parts, namely demographics and Maslach Burnout Inventory- Survey and followed by a semi-structured interview.

The potential limitation would be the willingness of the senior teachers to participate in the survey conducted to find out the level of their stress and burnout factors. Among the potential reasons given by the senior teachers would be 'not interested', 'too many works to finish or a simple 'no'. After getting the feedback needed, there would be another for-seen sit back. As the proverb says 'you can't teach



old dog new tricks. In this scenario that proverb would be proven true since most of the senior teachers are very complaisant with their surroundings and habits therefore, they feel there is no urgency for them to follow the intervention program to solve their burnout issues. This coincides with Eller and Eller (2013) view, a teacher who resists change; sometimes covertly- or is plain hard to work with can inject negativity into that culture.

Since, it involves secondary senior teachers in Petaling Utama district, financial and time constrain will be the major issues in conducting the survey and interview to gather the data needed. Another for seen limitation would be the language barrier. Since the survey and interview will be carried out in English, there would be a certain percentage of senior teachers who would find it difficult to answer or misinterpret the questions given.



To sum up, the scope of this research is using two methods of data collection in order to get the information needed and on top of that the limitation of study helps the researcher to identify potential problems that might arise during the collection of that. All these are to ensure the study will benefit many at the end of the day.

1.9 Significance of Study

Burnout has always been synonymous with tiredness. Burnout, a more readily used word in recent years, is well-known among teachers no matter age or skill. Teachers work flat out to inspire students to be successful, yet there are plenty of individuals who feel empowered to criticize how the teachers' work should be done. Teacher burnout is





commonly not addressed until it is too late. Teacher burnout must be addressed effectively by the school management, state department and the ministry so that the teachers will be mentally and physically healthy to perform their duty. Teacher burnout is an upscale syndrome that steals great educators from the schools and education industry via resignations.

There have been many studies carried out on the teachers' burnout syndrome and the proposed intervention programs to help the teachers. However, there are not many results published to verify the effectiveness of the intervention approaches. Therefore, this research is aimed to acknowledge the effectiveness of certain proposed intervention programs to help to decrease burnout syndrome among senior secondary school teachers in Petaling Utama district.



According to Lancu, Marajo, Busu and Pacurar (2018), the intervention approaches would be categorized as cognitive behavioural therapy (CBT), mindfulness and relaxation, social-emotional skills, psychoeducational approach, social support, and professional development. Other interventions that may help teachers to deal with stressful situations are by using different techniques such as deep breathing, journaling, coloring, etc.

However, for this research, the suggested intervention methods will be CBT, Social Emotional skills, social support, and Professional development. When used properly and effectively, suggested interventions method like cognitive behavior therapy, social-emotional skills, social support and professional development are beneficial to curb the stress level and burnout symptoms among teachers.





Understanding and using the right techniques have provided teachers with the resilience needed when addressing stressful situations. After resilience had been built, teachers will be more likely to manage the stressors and continue teaching (Garner et al., 2018).

Each study administered has its own importance. Therefore, there are several scopes which will be outlined by the researcher to support this study. This study is anticipated to assist the researcher to spot the amount of burnout among secondary school senior teachers, the assessment of measurement of burnout is supported Maslach Burnout Inventory Survey (MBI) and semi-structured interviews on the intervention methods proposed in this study. The result of this study hopes to be used as reference material for other researchers to conduct research associated with burnout in particular burnout among secondary school senior teachers. Additionally, it is hoped that the findings of this study may be beneficial to parties so as to grasp more deeply about the syndrome of burnout especially to the secondary school senior teachers themselves, school management and the Ministry.

In addition, the results of this study are expected to open the mind and provide exposure to teachers in order for them to take appropriate action to curb or reduce the symptoms of burnout. There are some educators who do not seem to be aware that burnout syndrome may cause adverse effects on their lives.

Next, the results of this study are expected to produce knowledge and exposure within the field of employee management to not overburden teachers with tasks outside of their field. Furthermore, it is hoped that the Malaysian Ministry of Education can take appropriate actions to accommodate the matter from continuing to spread which





can cause adverse effects on the country's education system, especially in ensuring teachers' mental health is well taken care of.

In addition, it is hoped that this study can provide knowledge and exposure to the general public that burnout can happen to teachers due to the high-demand workload. It is hoped that parents can give good cooperation with teachers so they will be to ease the burden felt by the teachers in educating their children. Moreover, it is also hoped that with each problem that happens, parents do not put 100 per cent of the fault on the teachers, on the contrary, parents can discuss to unravel the matter professionally.

This cooperation of understanding it can help to reduce the symptoms of burnout among secondary school senior teachers. This study is also expected to benefit those that need it, especially in assisting the school administration in making assessments and planning so as to provide a teaching atmosphere that may give satisfaction to all or any of the teachers who serve within the school.

This study also aims to relinquish awareness to the school management of the issues, and it is their responsibility to the teachers to enhance the standard of teaching by making sure the teachers are well mentally and physically. Next, with the achievement of job satisfaction increasing, teachers are going to be more committed to their responsibility and professional commitment. Teachers who are happy going to be more committed to the interests of their students, especially in teaching and learning sessions.





Committed teachers will produce students who excel in terms of physically, emotionally, spiritually, and intellectually to become great leaders for the future. All in all, this research will be able to provide information on the factors that contribute to the effective methods to reduce burnout symptoms among senior teachers by proposing impactful approaches that are suitable for secondary school senior teachers in Malaysia.

1.10 Summary

Burnout among senior teachers has become quite a concerning issue in Malaysia. There are various factors contribute to the symptoms of the teachers' burnout scenario. A few major problems have been identified to be addressed in this study. Among them are:

changes in the Malaysian education systems, students' behavior, co-workers, personal and family matters, lack of material on Malaysian teachers' burnout situation and many more. In order to understand and overcome this situation, four research questions are formulated so as to help to achieve the objectives that have been set out. Followed by the conceptual framework which addresses the burnout syndrome by focusing on the teachers' stress level, the teachers' well-being, and their ability to overcome emotion. In conclusion, since there are not many results published on the intervention program success therefore this study is in hope of getting the right intervention programs to decrease the burnout situation that senior teachers are facing.

