



Effect of Job Stress on Job Burnout of Early Childhood Education Teachers

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Abstract: Teachers, particularly those employed in the Early Childhood Education (ECE) system, suffer from physical and mental stress. The combination of an excessive workload and a lack of appreciation leads to job burnout and job discontent. Over 70% of ECE teachers worldwide report feeling burned out at work. It is necessary to look into the causes of stress and how it affects teacher work burnout. The purpose of this study is to examine the relationship between occupational stress and burnout among Early childhood education teachers. The current study, which mostly focused on ECE teachers and their difficulties associated with occupations, studied the impact of work stress on job burnout. Through the use of a questioner and the cluster sampling technique, information was gathered from 100 ECE teachers. The findings of this study will assist in understanding the problems and stress experienced by ECE teachers and in developing a plan to improve their working conditions.

Key Words: Early Childhood Education (ECE), Psychological Stress, Job Burnout

Introduction

Professionals who work under a lot of pressure might get physically or mentally exhausted, which is referred to as job burnout. Freuden Berger, a scholar, initially proposed this idea in 1974. He saw job burnout as a glaring indicator of the tremendous emotional tiredness, irritability, and frustration frequently observed among people working in helping professions like medicine and teaching. This is frequently described by researchers as a psychiatric syndrome that results from sustained emotional/physical stress at work as well as

interpersonal burnout (Gong, Chen, & Wang, 2019). Job burnout is frequently a response displayed by people who can't handle a lot of strain at work. This condition is referred to as being emotionally and behaviorally spent both at work and at home. Researchers found that people working in caring and public-facing professions, like nurses and teachers, frequently experience job burnout (Salvagioni et al., 2017).

Numerous studies conclude that teachers especially working in middle schools are among those professionals that experience the extreme pressure of work. Multiple factors in middle schools

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like less teacher to student ratio, many performance indicators and the burden of daily tasks develop a great degree of psychological pressure in teachers. This psychological stress often ends at dissatisfaction with work, frustration, absenteeism, and ultimately employee turnover of these teachers. (Schaack, Le, & Stedron, 2020). The extreme pressure of work makes the teachers experience numerous adverse reactions including psychological (depression and anxiety), physiological (headache and hypertension), and behavioral (smoking and sleep problems). All these issues ultimately develop job burnout in middle school teachers (Al-Adwan & Al-Khayat, 2017).

There are many factors that researchers believe can be the reason of job burn out in ECE teachers. Individual capacity, the burden of work and the low student-to-teacher ratio are the most highlighted factors among all. Many studies supported the idea that low individual capacity, high work burden and low student-to-teacher ratio is directly linked to a higher degree of job burn out as compared to high individual capacity, low work burden and balanced student-to-teacher ratio. Given that teachers with low self-efficacy experienced higher degrees of job burnout than those with high self-efficacy, many studies have specifically defined the term "job burnout" as a serious crisis of personal efficacy (Bernal & de la Paz Ferro, 2020).

It was also discovered that, in comparison to instructors who had good management abilities, those who struggled to keep order and discipline in the classroom experienced higher levels of job burnout. Similar to this, it has also been claimed that ECE teachers experience job burnout as a result of the tremendous workload of everyday tasks including maintaining class registers, having a large number of students to attend, and reviewing their homework (Kim, Shin, Tsukayama, & Park, 2020). Given that stress and work load really induce job burnout among middle school teachers; I explore this topic to highlight the main issues of primary and secondary school teachers and bring into light the impacts of those issues. Moreover, I also investigate how workload and stress affects job burnout and how it can be managed. This study attempts to comprehensively discuss all these issues.

The rationale of the Study

A thorough analysis of the literature reveals that stress and pressure on teachers are major problems in ECE programs. When compared to all other occupations, teachers were shown to have one of the highest levels of work-related stress (Wang et al., 2020). There is a need for in-depth research on teacher stress as concerns about work-based stress increase. There are glaring gaps in the existing literature that demand additional investigation into teachers' resilience as well as ongoing quantitative and qualitative research in this area with larger sample sizes with people from various demographic and geographic origins (Garcia, 2019). Therefore, this study will assist in filling all of these research gaps as well as assist and inspire several other researchers and scholars and students to conduct related research in this field.

Statement of the Problem

ECE teachers are reported as dissatisfied, frustrated and overburdened in their workplaces which ultimately lead to job burnout. It is required to understand the contributing factors of this job burnout and its impacts on the education sector.

Objectives of the Study

The study is mainly focused on the following objectives

- To analyze the contributing factor of stress and job burnout in ECE teachers
- To assess the relationship between stress and job burnout in ECE teachers
- To highlight the issues experiencing ECE teachers

Research Questions

The study was addressing the following research questions

- Which are the main reasons of stress and job burnout in ECE teachers?
- How stress is linked to job burnout in ECE teachers?

- Which issues ECE teachers experience in their job or working?

Significance of the Study

The study will help the scholars of the field to understand the reasons behind the high stress and job burnout in ECE teachers. It will also help the intellectuals and policymakers to develop an effective policy or strategy to resolve the issues of ECE teachers managing their extreme stress and job burnout.

Delimitations of the Study

- The study was focused to gather data through online and physical questioner filled by ECE teachers of ASF Public schools of Islamabad, Karachi and Lahore.
- 100 teachers (both male and female) were part of this research

- Owing to budget and travel constraints I
- kept my research area restricted to this geographical location and sample size.

Conceptual Framework/ Theoretical framework

Teachers serving in middle schools are often suffer job burnout due to work-related stress. This stress is the consequence of excessive work burden and dissatisfaction with their jobs. Stress during teacher residency impacts teachers' developing career attitudes and behaviour. Stress from daily hassles and work burden deeply affects teachers. Prolonged stress led to severe frustration, irritation and emotional fatigue. This Emotional exhaustion engulfs the career optimism and dissatisfaction with work that ultimately give rise to job burnout in these teachers (Taylor, McLean, Bryce, Abry, & Granger, [2019](#)).

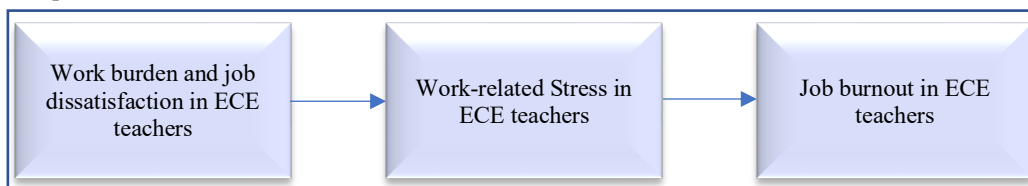


Figure 1: Theoretical Framework to Analyze the Link between Stress and Job Burnout in ECE Teachers

Literature Review

According to studies, stress and pressure among ECE teachers is a problem that affects them on a daily basis. According to reports, a number of reasons, such as time constraints, a heavy workload, problems with school management, and coworkers' attitudes, can contribute to teacher stress. Numerous other non-teaching chores that teachers must perform as well as dealing with parents or guardians of pupils who view and treat the school like a child-minding service have all been identified in earlier research as stressors. In reality, stressors included balancing the multiple demands that are relatively innate to a particular profession in close conjunction with a lack of respect from society, low compensation, extremely demanding work, and most crucially, high student-to-teacher ratios (Diliberti, Schwartz, & Grant, [2004](#)).

Throughout the world, within ECE service setting, the most common problem that the field experience is the high job burnout of teachers. In the year 2017, the annual rate of stressed teachers in ECE program was 70%, in comparison to just 7% in other professions. Another research revealed that around 82% of ECE teachers who were employed in the year 1994 and 76% of the ECE teachers who were employed in 1996 quitted their jobs until 2000 (Redín & Erro-Garcés, [2020](#)).

In another study based on human service workers, researchers concluded that high burnout of teachers in ECE programs is a result of job related stress that may vary on the basis of (1) numerous demographic factors, both personal as well as work-related (2) Individual perceptions about the job, including job-related commitments and their fulfilments and (3) management quality. Another subsequent research based on 387 middle school

teachers (both male and female) reported that when work-based stress went unmanaged, teachers usually lost their innate passion and devotion to their profession which ultimately led to burnout (Grant, Jeon, & Buettner, 2019).

562 randomly chosen ECE teachers from middle and high schools in urban and rural areas were included in a cross-sectional survey of public-school teachers that included teachers from both urban and rural areas. This study aimed to identify the link between burnout, psychological stress, and working conditions for teachers. The researchers came to the conclusion that psychological stress is a direct effect of job dissatisfaction and eventually results in job burnout. The results of this study gave a solid foundation for the claim that a heavy workload and ongoing dissatisfaction with one's job cause work-related stress and burnout (Boström et al., 2020).

Friedrich Froebel Theory 1782-1852

The idea that young children need their own space for learning apart from adults, save for the teacher and aides, is credited to Froebel, who also founded the kindergarten. Play is the highest expression of human growth in childhood, according to Froebel, as it is the only way for a kid to freely express what is in their spirit. Simply put, he believed that play, especially for young children, was extremely essential to the learning process.

Maria Montessori Theory 1870-1952

Teaching the child's senses first, then his or her brain, was Montessori's two-pronged approach to early childhood education. Her strategy was to see the teachers or educators as social engineers and the kids as information providers. For many students who did not respond well to conventional classroom techniques, her hands-on approach to instruction, in which the learning environment is viewed as crucial as the content itself, has revolutionized academic achievement.

Adding to this argument, another study proposed that a better working environment and good management skills of administration and

teachers actually create job satisfaction in teachers that helps them to avoid job based stress and burnout as job based stress and burnout are closely linked (Li et al., 2020). Another similar study showed that psychological stress of a high degree often causes dissatisfaction in middle school teachers which contributed to high absenteeism and employee job burnout. In this study 387 teachers of middle school were participants. Data collection was done by Maslach Burnout Inventory-General Survey and the results revealed that work stress was significantly correlated with job burnout in these teachers (Yang, Fan, Chen, Hsu, & Chien, 2018).

Research Methodology

The study is intended to analyze the effect of stress on job burnout in ECE teachers. To accomplish this goal the study was run to assess the reasons of high stress in ECE teachers and its impact on burnout in those teachers.

Research Design

The research was of quantitative in nature. A questionnaire based on closed ended questions was used to gather data about contributing factors which lead to stress in ECE teachers. Then the gather data was analyzed to investigate the link between stress and job burnout in these teachers. Quantitative research is effective method to hold this type of research and will help to generate results in a cost-effective manner. Quantitative research is under increasing demands due to its benefits like rapidly collecting, analyzing, and disseminating the results of the findings. Moreover, the advantages like less time, reduced cost and high amount of collected data make it more attractive.. (Vindrola-Padros & Johnson, 2020), In this study dependent variable was job burnout of ECE teachers and the independent variables were job stress and its contributing factors.

Population of Study

The research is based on ECE teachers. So, the questioner was filled by 100 ECE teachers of ASF Public School Islamabad, Karachi and Lahore of Pakistan. All ECE teachers of were part of this study.

Sample Size

23 ECE teachers were the participants of this study.

So the size of the sample was 23 individuals according to L.R. Gay table.

Table 1.

Area	School	Teachers
Islamabad	ASF public School	35
Karachi	ASF public School	35
Lahore	ASF public School	30
Total		100

Sampling Techniques

Cluster sampling technique was used for collecting data. Three of the schools were made clusters and take their ECE teacher as sample.

Data Collection

Participants filled a questionnaire. First their consent was obtained by completely telling them the nature and objective of the study. After that, the individuals who agreed to be the part of this study were provided by questionnaire link. Each individual filled its form independently. All provided data and information kept private and

confidential and used only for research purpose.

Data Analysis

After collecting the data, the data analyzed through descriptive as well as inferential statistics through SPSS. This analysis of variance is a collection of statistical models and their linked estimation mechanisms applied to measure the differences among means of the values. This statistical analysis helped to generate results and compare them with each other and finally assist to formulate a strong idea about contributing factors of stress and its link with job burnout in ECE teachers.

Results and Discussion

Table 2. Responses of the Teachers on Questionnaire

Questions	Strongly Agree(11)	Agree	Disagree	Strongly Disagree
Do you feel excessive work burden?	21.1%	57.9%	21.1%	0%
Are you satisfied with your job?	10.5%	68.4%	15.8%	5.3%
Is society gives you proper appreciation of your work?	15.8%	31.6%	47.4%	5.3%
Do you suffer headache often?	21.1%	52.6%	15.8%	10.5%
Do you think you have enough sleep?	5.3%	42.1%	36.8%	5.3%
Are you often frustrated at work/home?	15.8%	57.9%	15.8%	10.5%
Would you like to change your profession if you get opportunity?	42.1%	31.6%	15.8%	10.5%
Have you ever think to quit the job?	15.8%	31.6%	47.4%	5.3%
Is your pay appropriate against your work?	10.5%	31.6%	36.8%	21.1%
Is the duration of working is appropriate or long?	21.1%	52.6%	21.1%	5.3%
Do you easily manage your class?	31.6%	36.8%	21.1%	10.5%
Is number of students high in class?	5.3%	47.4%	42.1%	5.3%
Do you feel stress of work?	21.1%	36.8%	36.8%	5.3%

Do you suggest others to join your profession?	31.6%	47.4%	21.1%	0%
Do you think it is a dream job?	21.1%	31.6%	31.6%	15.8%

Table3. Summary Frequency Table for Likert-Type Scale Items Used to Evaluate job Stress

Items	Strongly Agree (Frequency)	Agree (Frequency)	Disagree (Frequency)	Strongly Disagree (Frequency)	M
Do you feel excessive work burden?	4	11	4	0	6.33
Are you satisfied with your job?	2	13	3	1	4.75
Is society gives you proper appreciation of your work?	3	6	9	1	4.75
Do you suffer headache often?	4	10	3	2	4.75
Do you think you have enough sleep?	1	8	7	3	4.75
Are you often frustrated at work/home?	3	11	3	2	4.75
Would you like to change your profession if you get opportunity?	8	6	3	2	4.75
Have you ever think to quit the job?	3	6	9	1	4.75
Is your pay appropriate against your work?	2	6	7	4	4.75
Is the duration of working is appropriate or long?	4	10	4	1	4.75
Do you easily manage your class?	6	7	4	2	4.75
Is number of students high in class?	1	9	8	1	4.75
Do you feel stress of work?	4	7	7	1	4.75
Do you suggest others to join your profession?	6	9	4	0	4.75
Do you think it is a dream job?	4	6	6	3	4.75

The findings of this study revealed that teacher burnout is high, particularly for depersonalization and personal success approaches. This clearly demonstrates that instructors are constantly confronted with issues that can lead to burnout. There is an argument that instructors' inability to perform adequately, particularly in private institutions, is the most significant factor contributing to burnout. Results showed that more than 50% of teachers feel excessive work burden.

Around 47% agreed with the notion that society is not giving them appropriate appreciation of work. Around 70% teachers often suffer headache and around 50% have insufficient sleep. 57% teachers said that they are frustrated in their workplace as well as at home. Around 30% teachers said the working duration is not appropriate. All these findings showed the dissatisfaction of these teachers with the job.

Moreover, the wish to change the profession is high when a professional is not satisfied with the profession. In this study 70% teachers showed their willingness to change the profession whenever they get the chance. Another factor that tells the issue in working is the high student ratio and management problem in class. More than 50% teachers said there is a higher number of students in class and 30% of teachers said they experience issues in managing class. This percentage shows high pressure of work on these teachers.

The second last question of question directly asks the teachers if they feel the stress of work and 50% were agreed that they are stressed. In a more relatable question "is your job a dream job" 50% teachers were disagreed and 21% disagreed to suggest others to select this profession in the future. All this data shows teachers are stressed and burnout in their job.

The second question of the study showed a different result where more than 70% teachers said they are satisfied with their job. When they were asked about it, they explained that though they feel stress and work burden but due to high unemployment they are satisfied that they have at least a work to earn the money for their family.

This is based on the fact that teachers have long working hours, have more students in each class, and feel the excessive pressure of work. They wish to change the profession but high unemployment rates, according to the researcher, may push these teachers to cope with their stress in order to win bread and butter. These findings are in accordance with other study that reported teachers' burnout is real but due to financial stress, they are restrained to continue their work (Skillern, 1990). Another similar study showed that the massive work responsibilities, the number of lessons per day and the number of students in classrooms have a negative impact on the environment and teachers. The performance of teachers, particularly in the private sector is badly affected badly by all these factors. But they are forced to work due to their financial needs. (Reglin & Reitzammer, 1998)

Moreover, a study focused on middle school teachers issues reported that only 10% of teachers are doing their work happily and satisfied with work conditions while 90% of teachers are doing their work just to earn money and not satisfied with their profession due to its massive issues including excessive work burden, class management issues and high number of students in a class (Braun, Roeser, Mashburn, & Skinner, 2019).

Conclusion

To summarize, teacher burnout is a harmful factor in today's educational system, and its consequences should not be underestimated. Burnout, which is marked by emotional weariness, depersonalization, and a decrease in teacher efficacy, puts at risk educational quality by causing early attrition and productivity loss. The primary goal of this study was to look into the degrees of psychological burnout among early childhood instructors in both public and private schools. We conducted literature research, polled working professionals, and consulted experts before statistically testing the measure. In addition, we gather data from 18 teachers to learn about the key causes of teacher burnout from their own perspectives. It is recommended that issues of teachers must be resolved to improve their working ability.

Recommendations

1. More qualitative research must be conducted to discover and examine additional factors that can lead to burnout.
2. The researchers urge that teachers' issues must be resolved to manage their dissatisfaction with work.
3. To rationalize the ability to meet work requirements, increase the number of teachers in the private sector.
4. Provide psychological and social counselors to schools to assist teachers in overcoming work-related issues that could lead to burnout.

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