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Burnout in Secondary School Teachers: The Contribution of the Work Environment

Saira HOSSAIN[1], **Nazmin SULTANA**[2]

[1] *Dhaka University, Dhaka, Bangladesh* *0000-0002-5549-9174*

[2] *Brac University, Dhaka, Bangladesh* *0000-0002-9945-8219*

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ABSTRACT

Burnout can be defined as a distressing psychological state that an individual experiences from extreme and prolonged job stress. The present study explores the work climate factors contributing to teacher burnout at secondary schools in Bangladesh. A cross-sectional online survey was used to collect data from 300 teachers. Maslach Burnout Inventory- Educators Survey MBI-ES and Perceived Work Climate Survey (PWCS) survey were used to measure burnout and perception of work climate. The results from the multiple regression analysis revealed 3 three work climate factors: Innovation, Professional growth, and Recreation, which significantly influence at least one of the three components of teacher burnout and the overall burnout score. The study has implications for understanding the burnout-inducing factors and ensuring a better work climate for teachers in Bangladeshi schools.

Keywords:
Burnout, secondary school, well-being, work climate.

1. Introduction

In recent years, psychological burnout has become a research topic among scholars, particularly those interested in the field of work. Burnout is a distressing psychological state that an individual experiences from extreme and prolonged job stress (Gabriel, 2013). It is usually a frustrating feeling that comes from chronic job stress, which could result in attrition (Jackobson, 2016). Herbert Freudenberger first did a comprehensive research on burnout where he systemically described and analyzed the mental condition of burnout (Heinemann & Heinemann, 2017). In his original article, burnout is "to fail, wear out, or become exhausted by making excessive demands on energy, strength, or resources" (Freudenberger, 1974, p. 159). Freudenberger posited burnout signs regarding physical symptoms, bihavioral symptoms, and personality traits. Physical symptoms are- exhaustion, fatigue, frequent headaches, gastrointestinal disorder, insomnia, short breath and lingering cold. Regarding behavioral symptoms- irritation, frustration, mood swing, paranoia, overconfidence, excessive use of tranquillizers and barbiturates, rigidity, stubbornness, inflexibility, cynicism and depression are prominent. According to Freudenberger, dedicated and committed personality traits are more prone to burnout as they often think they are not giving enough (Freudenberger, 1974). Later, Christina Maslach carried forward significant research in this field and developed Maslach Burnout Inventory (MBI), which widely measures burnout in people from different professions (Heinemann & Heinemann, 2017). According to Maslach, burnout can be characterized by emotional exhaustion, cynicism or an impersonal attitude toward people at the workplace, and a low sense of personal accomplishment towards one's job role (Maslach et al., 1996). Emotional exhaustion refers to feeling emotionally overextended by one's job (Maslach et al., 1996). Emotionally exhausted teachers usually feel tired and lethargic at work. Depersonalization includes cynical attitudes toward students, parents, and the workplace (Maslach et al., 1996). Finally, a low

[1]Corresponding author's address: Institute of Education and Research, University of Dhaka, Dhaka /Bangladesh
e-mail: saira.hossain@du.ac.bd

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sense of personal accomplishment reflects a negative appraisal of one's worth and not seeing any contribution to one's work (Maslach et al., 1996).

Though burnout is not a new concern in the job industry, the upsurge of teacher burnout is a new phenomenon. Prior studies confirm that teachers are reported consistently at high risk of burnout worldwide compared to other professionals (Gabriel, 2013; Jacobson, 2016). Burnout among teachers has consequences on teachers and those with whom they work. The effects of teachers' burnout include but are not limited to absenteeism, poor job performance, anger toward students, lack of job motivation and commitment, which affects students' performance, teacher attrition, and quality education (Jackobson, 2016). Burned-out teachers merely apply new practice and knowledge in the class and are responsible for student apathy and low achievement (Ramberg et al., 2019). It also affects a teacher's classroom management skills as they tend to suffer from irritability, behave cynically toward students, and often take punitive action against the students to maintain discipline, which further increases student problem behaviours (Chang, 2009; Jacobson, 2016).

Previous studies investigated potential contributors to burnout through the lens of Bronfenbrenner's Ecological Model and found that school work climate significantly influences the likelihood of burnout (Grayson & Alvarez, 2008; Jacobson, 2016). According to the ecological model, teachers interact with four types of the educational environment. Initially, teachers deal with their immediate environment, which is students, school and family in the microsystem. These microsystems are interrelated in the mesosystem, as in students and family. Exosystem comprises school administration, Government education departments where teachers are not directly present. Finally, the macrosystem considers the larger social context, like, educational policy. When people confront stressful situations, successful coping strategies are connected to the supportive ecology (Ross, 2010). In a study by Grayson and Alvarze (2008), it was found that teachers often suffer from burnout due to inadequate support and an unsatisfactory working environment in public schools.

Further, school work climate factors like teacher-student relationship, peer-student relationship, and school management contribute to burnout (Grayson & Alvarez, 2008). Students' imprudent behavior and indiscipline led to teacher burnout (Shirom et al., 2015). Students' misbehaviors, inattention, and impudence trigger burnout among 22% of teachers from all grade levels. (Fernet et al., 2012). Hence, classroom management is strongly associated with burnout. Inadequate training on classroom management strategies impedes educators from understanding the realities. In turn, teachers struggle in the class as they lose a sense of control which further depletes self-efficacy regarding the impact on the student (Jacobson, 2016). Besides, excessive workload, low salary, inconsiderable paperwork, deadlines, and narrow scope of professional progress stress the teachers (Shirom et al., 2015). On top of that, the school's internal conflict regarding hierarchy and imposing policies set off teachers' burnout (Grayson & Alvarez, 2008). Furthermore, less cooperation from colleagues and the dysfunctional relationship with them, can grow isolation at times. One who is piling up this isolation inside gets burnout.

Bangladesh is heading toward ensuring quality education for achieving Sustainable Development Goals (SDG). Though several initiatives have been taken for education reform, inadequate attention has been given to our teachers who are executing these reforms (CAMPE, 2019). According to the study of Dufour & Marzano (2011), it has been found that quality education demands quality teachers the most. And burnout wears down teachers that directly fall off the quality of education (Grayson & Alvarez, 2008; Jacobson, 2016; Ramberg et al., 2019). A report by ADB (2015) revealed that one of the significant issues in secondary education in Bangladesh is poor teacher development programmes.

Moreover, teaching is often considered a less attractive job in Bangladesh (Rahman et al., 2011). In our country, many teachers suffer from a lack of motivation and job satisfaction (ADB, 2015); both are precursors to burnout. Burnout among teachers is suggested as one of the significant detrimental factors which affect the teachers' quality year after year and often remain unaddressed (Ramberg et al., 2019). A burned-out teacher can affect students' academic achievement, mental health, coworkers' well-being, and organizational environment, yet continue to work with symptoms of burnout, without even realizing it (Jacobson, 2016). However, the irony is that despite its devastating effect on teachers' quality, burnout among teachers has rarely been acknowledged in the teacher development programmes of Bangladesh. Most of teacher development programmes are confined to teachers' professional development and increasing subvention (CAMPE, 2019) leading to the psychological issues related to teachers' professional development being unnoticed.

Further, the constant pressure of incorporating the ever-changing curriculum and legislative guidelines in classroom practice, ensuring academic achievements for all students, and fulfilling a host of extra teaching assignments has put an extra strain upon teachers across the globe (Shen et al., 2017) and so as in Bangladesh. Long-term such pressure causing chronic stress may turn into psychological burnout among teachers (Gabriel, 2013). It is high time to look beyond the traditional focus of teacher development programs such as teacher training and prompt consideration of addressing teachers' burnout for more comprehensive development of teacher quality.

In Bangladesh, the scope of teacher development programs is still limited to their professional development, whereas the development of their mental health and overall well-being is rarely acknowledged in practice. In this regard, the study is important as it addresses one of the most important yet least acknowledged issues such as teachers' mental health by focusing on burnout among teachers in Bangladesh. Mounting evidence has suggested that work climate significantly influences teacher Burnout (Jacobson, 2016; Grayson & Alvarez, 2008; Shirom et al., 2015). In Bangladesh, the school, which is the primary work climate for the teachers, can be characterized by the high student-teacher ratio, lack of physical facilities for the teaching staff in the school, long work-hour, extra-teaching assignments, poor salary structure, which potentially might have made the teachers more vulnerable to burnout. Ironically, in there exist hardly any study which focuses on workclimate factor contributing to burnout. Hence, this study tries to explore the factors in the workplace that contribute to teachers' burnout. The study findings can guide the incorporation of teachers' mental issues in teacher development programs to address teacher burnout and increase teachers' wellness. It should be mentioned that students' wellness depends on teachers' wellness (Shirom et al., 2015). Therefore, addressing the issue of teacher burnout will benefit not only the individual teacher but also the students and the education system. In this regard, the present study is guided by the following research question; Which work climate level factors contribute to burnout among teachers?

2. Methodology

2.1. Research Sample

This quantitative study employed a cross-sectional survey method. A total of 300 teachers (Male =133, Female= 167) with mean age of 47.5 responded to a self-administered online survey. Table 1 shows the descriptive statistics of the study participants concerning the demographic variables.

Table 1 *Demographic Data for the Participating Teachers*

Groups	%	Groups	%
Gender		Teaching experience	
Female	44	Below 3 years	23.4
Male	56	3-6 years	27.3
Relationship status		7-10 years	35
Single	41	11-14 years	9
Married	58	Above 14 years	5.3
Divorced	0.6	Number of classes (per day)	
Educational qualification		1-2 classes	3
Bachelors	37	3-4 classes	53
Masters	63	5-6 classes	38
Type of workplace/school		7-8 classes	7
Non-government school (Non MPO)	51	Working hours (per day)	
Non-government school (with MPO)	36	2-3 hours	5
Government school	5	4-5 hours	12
English medium school	8	6-7 hours	60
Monthly salary		8-9 hours	23
≥20,000/-	72	Involvement in extra-teaching assignment	
21,000/- - 30,000/-	22	Involved	56
31,000/- - 40,000/-	5	Not involved	44
<40,000/-	0.7	Intention to change the teaching profession	
Employment		Yes	57
Permanent	74	No	43
Temporary/Contractual	26		

2.2. Data Collection Tools and Procedure

The questionnaire has two parts- part A included Maslach Burnout Inventory- Educators Survey MBI-ES (Maslach et al.,1996) measured burnout among teachers. Part B comprised Perceived Work Climate Survey (PWCS), a survey questionnaire to explore the factors that might potentially cause burnout. This self-report measure was adapted and piloted before applying it to the study sample. Regarding adaptation, the self-report measure was translated following the back-translated method suggested by Brislin (1970). A brief description of the questionnaires is given below.

The Maslach Burnout Inventory-Educators Survey (MBI-ES) is comprised of 22 items that have three subscales, namely: Emotional Exhaustion (EE), Depersonalization (DP), and a reduced sense of Personal Accomplishment (PA) (Maslach et al., 1996). The emotional exhaustion subscale assesses the feelings of being emotionally worn-out and drained due to one's job stress. An example of the EE subscale item is: "I feel fatigued when I get up in the morning and have to face another day on the job". The depersonalization subscale measures the feelings of being cynical or indifferent towards work and people (e.g., students, colleagues, staff, parents) at one's workplace. A sample item for this subscale includes "I feel I treat some students as if they were impersonal objects".

The reduced sense of personal accomplishment subscale indicates a sense of poor professional self-esteem or denying one's contribution to one's workplace. A sample item for this subscale includes: "I feel I'm positively influencing other people's lives through my work" (reverse coded). Each MBI-ES item is graded on a Likert scale based on the frequency of feelings, ranging from 0 (never) to 6 (often) (always). Scores falling above the median were regarded as high, whereas scores falling below the median were considered low. Scores falling in the middle were considered average. This survey has evidence of empirical validity and reliability in measuring burnout in academic settings across different cultural contexts. The Cronbach's alpha (α) value for this survey has been reported to range from .71 to .90 in a previous study (Maslach, Jackson & Leiter, 1996). The 22-item Bangla version of the MBI was shown to be highly reliable in this study, with a Cronbach's alpha (α) =.87, which was equivalent to the prior research's estimated range of Cronbach's alpha (0.71- 0.90).

The PWCS is developed in the light of two cross-culturally valid instruments for assessing job-related stressors as perceived by teachers, namely Sources of Stress Questions (Fimian 1984; Fimian & Fasteneau,1990) and the Work Environment Scale (WES) (Moos, 1994). The PWCS is 64- an item Likert type scale composed of eight subscales: Involvement (Sample item: "I feel proud to be a part of this school"), Work Pressure (Sample item: "The testing and pacing pressure is stressful for me"), Autonomy (Sample item: "I feel a lack of control over school decisions that affect my students and me"), Professional growth (e.g., "I do not see any future in this job"), Innovation (Sample item: "I am discouraged when I do things differently"), Physical Comfort (Sample item: "My workplace is crowded"), Coworker Cohesion (Sample item: "I do not feel "safe" to speak my mind with colleagues or administrators."), Recreation (Sample item: "The school arranges sports and cultural events for the teachers."). Each item of the PWCS is scored on a Likert scale in terms of frequency of experiences ranging from 0 (never) to 6 (always). All the items had an acceptable Cronbach's alpha value above .70 (Field, 2009). The Cronbach's alpha value for the whole scale was calculated to be high at (α = .916), indicating the high reliability of the measure, as suggested by field (2013).

2.3. Data Analysis

A multiple regression analysis was conducted using the statistical analysis software SPSS 20 to answer the key research question on aspects of work climate that cause burnout among teachers. Burnout scores were set as dependent variables, and perception of work climate factors (e.g., coworker cohesion) was set as independent variables to assess work climate factors contributing to the three dimensions of burnout. Before running the regression analysis, the assumptions for the test (including normally distributed data); a linear relationship between independent and dependent variables, and homoscedasticity of the variability in variance errors were checked. No multicollinearity among the independent variables was detected using bivariate correlation. A bivariate correlation analysis was also conducted between the independent variables (Involvement, Work Pressure, Professional growth, Innovation, Physical Comfort, Coworker Cohesion, Recreation) and the dependent variable (Emotional Exhaustion (EE); Depersonalization (DP) and a reduced sense of Personal Accomplishment (PA). In regression analysis, the Pearson correlation value indicates which

work climate factors correlate strongly with the burnout subscale scores. This analysis guides the choice of the predictive work climate factors to enter into the regression model for further multiple regression analysis. As recommended by field (2013), it is better to include a few potential variables instead of having many in a regression model. All the work climate factors were significantly correlated (*r* =.3-.4) with the burnout subscale scores. Therefore, all of them were entered into the regression model.

2.4. Ethical

The study was conducted following the 1964 Helsinki Declaration and its later amendments. Written informed consent was sought from the participants before participation.

3. Findings

A multiple linear regression using the forced entry method was conducted to determine the contribution (if any) of the work environment factors to burnout (Field, 2013). Given that the study is exploratory and there is a priori hypothesis about the order in which the variables are entered, the forced entry method was appropriate where all the chosen potential predictors are forced into the model simultaneously (Field, 2013). The work environment factors: Involvement, Co-worker Cohesion, Autonomy, Work Pressure, Innovation, Physical Comfort, Professional Growth, and Recreation were entered simultaneously as the independent or predictor variable with the MBI subscale scores. i.e., Emotional Exhaustion, Depersonalization, and reduced Personal accomplishment entered as the dependent or criterion variable. The following tables (1-4) present the results of regression analysis on the scores of burnout components: emotional exhaustion, depersonalization, and reduced personal accomplishment, as well as the overall burnout scores regressed against the work environment factors.

Table 2 *Work Environment Predictors of Emotional Exhaustion*

Work environment variables	*B*	*SE B*	*β*
Involvement	.009	.273	.004
Autonomy	-.389	.263	-.222
Work Pressure	.215	.325	.076
Co-worker Cohesion	-.147	.257	-.059
Innovation	-.547	.278	-.256*
Physical Comfort	.120	.208	.062
Professional Growth	.464	.267	.163
Recreation	-.578	.279	-.259*
R^2=.446, *F*=7.511**			

Note: B= Unstandardised coefficient; S.E B= Standard error of B, *β*=Standardised coefficient*; ** p<.01, *p <.05*

Table 2 presents the work environment predictors of emotional exhaustion subscale scores of MBI. The regression analysis returned a result of $R^2 = .446$, $F(7, 76) = 7.511$, $p < .01$. This means that 44.6% of the variance of the emotional exhaustion scores in the sample can be accounted for by the linear combination of work environment variables in the regression model. The model found innovation and recreation as the significant predictors of emotional exhaustion. According to the β value both innovation ($\beta = -.256$, $p < .01$) and recreation ($\beta = -.259$, $p < .01$) made significant negative contributions to the emotional exhaustion scores. The finding referred that when teachers get the opportunity to demonstrate innovation and experience recreation in the work environment, they tend to feel less emotionally exhausted.

Table 3. *Work Environment Predictors of Depersonalization*

Work environment variables	*B*	*SE B*	*β*
Involvement	.210	.215	.129
Autonomy	.081	.207	.067
Work Pressure	.053	.255	.028
Co-worker Cohesion	-.267	.202	-.156
Innovation	-.677	.219	-.464**
Physical Comfort	-.133	.163	-.101
Professional Growth	.007	.210	.003
Recreation	-.102	.219	-.067
R^2=.301, *F*=3.65**			

Table 3 presents the work environment predictors of depersonalization subscale scores of MBI. The regression analysis returned a result of $R^2 = .301$, $F\ (7, 76) = 3.65$, $p < .01$. This means that 30.1% of the variance of the emotional exhaustion score in the sample can be accounted for by the linear combination of work environment variables in the regression model. The model found innovation as the significant predictor of depersonalization. According to the β value innovation ($\beta = -.464$, $p < .01$) made a significant negative contribution to the depersonalization score. This means when teachers get the opportunity to demonstrate innovation in the work environment; they tend to experience less depersonalization.

Table 4. *Work Environment Predictors of Personal Accomplishment*

Work environment variables	*B*	*S.E.B*	*β*
Involvement	.389	.223	.229
Autonomy	-.052	.215	-.042
Work Pressure	-.152	.266	-.075
Co-worker Cohesion	.488	.210	.020
Innovation	.305	.228	.200
Physical Comfort	-.215	.170	-.156
Professional Growth	.040	.218	-.272*
Recreation	.402	.228	.251
R^2=.307, *F*=3.75**			

Table 4 presents the work environment predictors of reduced personal accomplishment subscale score of MBI. The regression analysis returned a result of $R^2 = .307$, $F\ (7, 76) = 3.75$, $p < .01$. This means that 30.7% of the variance of the reduced personal accomplishment score in the sample can be accounted for by the linear combination of work environment variables in the regression model. The model found professional growth as the significant predictor of a reduced sense of personal accomplishment and made a significant negative contribution ($\beta = -.272$, $p < .01$) to the personal accomplishment subscale score. This means when teachers get less opportunity for professional growth; they tend to experience a reduced sense of personal accomplishment.

Table 5 *Work Environment Predictors of Burnout*

Work environment variables	*B*	*S.E.B*	*β*
Involvement	.607	.434	.187
Autonomy	-.361	.418	-.150
Work Pressure	.117	.517	.030
Co-worker Cohesion	.074	.409	.022
Innovation	-.919	.443	-.314*
Physical Comfort	-.227	.330	-.086
Professional Growth	.510	.424	.131
Recreation	-.278	.443	-.091
R^2=.285, *F*=3.38**			

Table 5 presents the work environment predictors of overall burnout score. The regression analysis returned a result of $R^2 = .285$, $F\ (7, 76) = 3.38$, $p < .01$. This means that 28.5% of the variance of the burnout score in the sample can be accounted for by the linear combination of work environment variables in the regression model. The model found innovation ($\beta = -.314$, $p < .01$) as the significant predictor, contributing significantly negatively to the overall burnout score. The results indicated that when teachers get the opportunity to demonstrate innovation in the work environment, they tend to experience less burnout.

4. Conclusion and Discussion

In this study, three work environment factors: Innovation, professional growth, and recreation, significantly negatively contributed to at least one of the three components of teacher burnout and the overall burnout score. The following section presents a discussion on how innovation, professional growth, and recreation impact psychological burnout among secondary school teachers in Bangladesh.

Innovation appeared to be the strongest work environment predictor, which significantly made a negative contribution to emotional exhaustion ($\beta = -.256$, $p < .01$), depersonalization ($\beta = -.464$, $p < .01$), and overall burnout ($\beta = -.314$, $p < .01$) score. The results indicate that the opportunity to demonstrate innovation in the

workplace reduces the likelihood of burnout among teachers. Innovation in teaching involves but is not limited to experimenting and applying new methods and techniques of teaching to the classroom (Moos, 1994). Opportunity and freedom to demonstrate innovation in teaching help the teachers to push their boundaries and take challenges to try something new to improve their performance in the classroom (Shirom et al., 2015). It brings dynamism to the job and helps the teachers stay motivated in their tasks. Freedom of demonstrating Innovation also gives the teachers a sense of autonomy and ownership to decide on their job tasks which perhaps decreases the experience of burnout (Ramberg et al., 2019). Also, teachers who are more experimental with their works are prone to be less depersonalized and emotionally exhausted (Evers et al., 2002).

Professional growth was found to make a significant negative contribution (β = -.272, p < .01) to the lack of personal accomplishment component of burnout. This indicates when teachers get the opportunity to grow professionally, they tend to experience less lack of personal accomplishment. This also potentially helps to lower the likelihood of experiencing burnout among the teachers. The finding carries empirical evidence from previous studies (Avalos, 2011; Khan et al., 2014; Özer & Beycioglu, 2010). It has been well-documented that teachers with a lack of professional knowledge and skills often fail to cope with the changing demand of the curriculum, students, and the ever-growing challenges and demands of the profession and experience burnout (Khan et al., 2014). Professional development brings the opportunity to learn new knowledge and skills and update and strengthen already learned skills (Avalos, 2011). It equips teachers to cope with the professional challenges and fulfil the demands of time, consequently putting a buffer against burnout (Khan et al., 2014). Limited autonomy to employ new instructional methodology may cause feeling reduced personal accomplishment among teachers (Rumschlag, 2017).

Recreation is another work environment factor that negatively contributes to the emotional exhaustion (β = -.259, p < .01) of burnout. This means a teacher who gets the opportunity of recreation at the workplace tends to score lower on the emotional exhaustion subscale (Ramberg et al., 2019). Teaching is an emotionally demanding job involving diverse human interaction, often resulting in emotional exhaustion among the teachers (Chang, 2015). Gradually, they may feel emotionally drained. In this regard, recreational activities (e.g., medication, sports, and music can) may potentially work as an emotional booster and allow them to unwind and take a break from job stress (Ramberg et al., 2019).

Burnout is strongly connected with an organizational context and work environment (Heinemann & Heinemann, 2017). School work climate factors can ignite teachers' burnout (Ross, 2010). Deparsonalization and emotional exhaustion often stem from the limited scope for applying effective strategies in their classrooms and a scarcity of recreational activities (Evers et al., 2002).

5. Recommendations

The study findings have underscored some aspects of the work climate perceived by the teachers that negatively contribute to the burnout score. In other words, the work climate factors may potentially buffer against the experiences of burnout. In this regard, few recommendations for teachers, school administrators, and policymakers can be made in light of the study findings to decrease teacher burnout in Bangladesh. For example, it is high time for the government to take the lead in implementing a genuine professional development plan for school-level teachers, allowing them to advance and develop throughout their careers as educators. The Bangladeshi education system is highly centralized, with limited opportunities for the teachers to show professional innovation in their classroom and workplace. It is high time to consider teachers as active stakeholders of the education system and engage them in meaningful decision-making processes, including curriculum development and dissemination, teacher training, and classroom teaching practice. For example, teacher representatives should be in all central decision-making processes regarding education and teaching-learning. The concept of Teachers' Voice should be included and addressed in the education policy. Such meaningful engagement would empower teachers and enhance their ownership of the teaching profession, and reduces the chances of feeling burnout.

Further, school teachers usually remain overburdened with extra-teaching or non-teaching duties that leave hardly any time and energy for them to think about professional innovation. It is necessary to think twice about assigning non-teaching tasks to teachers. When assigning non-teaching responsibilities to teachers, special thought should be given to utilizing their faculties rather than tagging them with a job they do not

enjoy or find significant to their core work, which is teaching. In this regard, schools can seek teachers' opinions about their preferences regarding the non-teaching assignment they want to be involved in. A proper link between non-teaching assignments and teaching tasks can be planned too motivate teachers. For example, assigning the Math teachers to coordinate the Math Olympiad event in the school. He can be given extra incentives (e.g., extra pay) for preparing or training the students for the Math olympiad. Further, well-qualified and trained non-teaching staff should be recruited to support the administrative and non-teaching tasks. Most of the time, due to the lack of capability and qualifications of the non-teaching staff, teachers have to perform non-teaching tasks instead of them (Nath et al., 2019). The corruption in non-teaching staff recruitment opens the doors for incompetent people to the school human resources team, which eventually places work pressure upon the teaching staff(Nath et al., 2019).

Given the negative contribution of innovation to burnout, the present study recommended that the government should facilitate teachers' professional freedom and encourage their professional innovation through acknowledgement, promotion, and financial incentives. Finally, teachers' mental health and well-being should be addressed in teacher development programs. Along with existing pedagogical training, stress management, a pleasant work environment, and mental hygiene training should be introduced.

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