Factors Contributing to Job Burnout among Teachers (2015–2025): A Systematic Review

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ABSTRACT

Teacher burnout has emerged as a serious global issue with important implications for teachers' well-being, quality of instruction, and student outcomes. This paper presents a systematic literature review of studies published from 2015 to 2025 examining factors, outcomes, and research gaps related to teacher burnout. Guided by the Job Demands–Resources (JD-R) Model, the review synthesized evidence from 15 eligible studies using PRISMA 2020 reporting principles and a mixed-evidence (quantitative and qualitative) synthesis. Across the included literature, workload and job demands—particularly administrative responsibilities and time pressure—were among the most consistently reported factors associated with burnout and emotional exhaustion. Limited organizational support and resources were also commonly associated with higher stress and burnout-related outcomes. During the COVID-19 period, digital fatigue and rapid transitions to online teaching emerged as context-specific stressors. Burnout was treated as distinct from occupational stress, job dissatisfaction, turnover intention, and related constructs; emotional exhaustion was treated as a core dimension of burnout rather than a synonym for the full syndrome. Reported outcomes associated with burnout included turnover intention, reduced instructional engagement, poorer teacher well-being, and adverse student-related outcomes. Because many included studies used cross-sectional designs, the synthesis interprets these patterns as associations rather than causal effects. Gaps remain in longitudinal, post-pandemic, intervention-based, and contextually comparative research. The findings underscore the importance of institutional support, manageable workloads, and teacher well-being initiatives in efforts to reduce burnout and strengthen teacher retention.

Keywords: Teachers' burnout, Workload, Job demand, Time pressure, Individual resilience, Coping strategies

INTRODUCTION

The phenomenon of job burnout among teachers has become an increasingly prominent global issue over the past decade (Toropova et al., 2021). Burnout is a psychological phenomenon arising from chronic workplace stress and is defined by emotional exhaustion, depersonalization, and diminished professional efficacy (Maslach & Jackson, 1981). In the teaching field, burnout represents a growing international concern due to the emotional burden associated with managing diverse student needs, multitasking and classroom management, and heightened sociopolitical pressures schools and education providers face. This condition makes teacher occupational stress not merely an individual psychological issue, but an educational organizational phenomenon with direct implications for the quality of learning, work motivation, and the overall effectiveness of the school institution (Lau et al., 2022; Yustie & Sunarso, 2025).

In Sweden, Bostrom et. al. (2020) highlighted that from a psychological perspective, teacher occupational stress is understood as emotional and physiological reaction to an imbalance between the demands of the job and accessible resources. When workloads increase without appropriate organizational support, teachers are more susceptible to emotional exhaustion, decreased motivation, and reduced professional commitment to their work. In addition, cross-national studies show that teachers are among the most stressed professions, even surpassing

health and social service professions in some regions (Lukan et al., 2022). This stress not only impacts professional performance but also impacts mental well-being, interpersonal relationships, and intentions to leave the profession (Collie & Mansfield, 2022).

Furthermore, in Thailand, Wang Xiaomin (2025) investigates the influence of five independent variables, Job Characteristics, Work-Family Conflict, Perceived Organizational Support, Quality of Working Life, and Psychological Well-being, on a dependent variable, Job Burnout. The study results indicated that Job Characteristics, Work-Family Conflict, Perceived Organizational Support, Quality of Working Life, and Psychological Well-being all exhibited significant differences between the Current Situation and Expected Situation. These findings suggest that excessive workload, difficulties in balancing work and family responsibilities, lack of organizational support, and poor quality of working life and psychological well-being are key contributors to teacher stress and dissatisfaction.

In the Philippines, teacher burnout is worsened by overcrowded classrooms, low salaries, and cultural expectations that teachers be leads in their communities and have a moral responsibility to serve beyond academic instruction (Bernardo, 2018; UNESCO). Even more, the burden is heightened in marginalized and rural schools with severe shortages of instructional resources and personnel (Philippine Department of Education). In contrast, teacher burnout in the US context has been primarily influenced by policy and accountability factors, like high testing expectations, a lacking administrative support, an increasing incidence of students' behavioral and mental health problems, and structural inequities in the school district (Skaalvik & Skaalvik, 2017; Santoro, 2018).

With the COVID-19 pandemic emerging, burnout even worsened different countries, requiring teachers to adapt quickly to the internet-mediated and hybrid teaching environment, overcome digital barriers, take on enlarged emotional caregiving responsibilities, and work more complex and less supported by their institutions (Kim & Asbury, 2020). With the well-documented relationship of burnout with significant educational outcomes such as teacher attrition, reduction in instructional effectiveness, declining student performance, and systemic disruption in school operations (Carver-Thomas & Darling-Hammond, 2019), the identification of the causes, manifestation and implications of burnout in, and across, various educational contexts are particularly salient.

Despite a great deal of study on the elements that contribute to teacher job stress, there is still a conceptual and empirical gap in the mapping of the relationship between workload and the work environment and teacher stress. The majority of earlier research has a tendency to be incomplete, emphasizing one component separately without combining the two into a whole theoretical framework (Lukan et al., 2022; Collie & Mansfield, 2022). Additionally, there are few studies of the literature that connect the epidemic to teacher work stress, and they haven't thoroughly examined aspects of teachers' well-being.

This systematic review is grounded by the Job Demands–Resources (JD-R) Model (Bakker & Demerouti, 2007), which posits that job demands, such as workload and role complexity, increase the risk of burnout, whereas job resources, including organizational support and professional development, mitigate stress and promote engagement. According to this framework, the balance between demands and available resources shapes teachers' emotional, cognitive, and behavioral responses to work stress, influencing outcomes such as emotional exhaustion, depersonalization, and reduced personal accomplishment. Additionally, psychosocial perspectives on occupational stress highlight the interplay between environmental stressors and individual coping mechanisms, emphasizing the role of both organizational and personal factors in the development of burnout (Ismayenti et al., 2023; Kusumaningtiar & Anggraini, 2020).

Conducting a systematic literature review on factors contributing to teacher burnout is essential for synthesizing existing quantitative and qualitative evidence and uncovering measurable patterns in the literature. This review aims to identify, analyze, and map the predictors of school teachers' work-related stress using a Systematic Literature Review (SLR) approach for the period 2015–2025, with a particular focus on the role of workload and the work environment as key determinants. By aggregating findings from diverse studies conducted during this period, the review seeks to highlight gaps, inconsistencies, and underexplored areas, ultimately providing an evidence-based foundation to inform policy, professional development, and interventions that reduce burnout and promote teacher well-being and retention.

Research Questions

The systematic review of literature aims to identify and compare the major factors contributing to teacher burnout from 2015 to 2025, examine how these stressors affect teachers and student learning, and evaluate how existing policies and interventions address or fail to address burnout. Specifically, it endeavors to answer the following questions:

1. What are the factors that contribute to job burnout among teachers in the from 2015 to 2025
2. What are the consequences of teacher burnout on retention, instructional quality, and student outcomes?
3. What research gaps remain unanswered regarding the determinants of teacher occupational stress?

METHODS

This systematic review used a mixed-evidence synthesis approach guided by PRISMA 2020 reporting standards to strengthen transparency in the identification, screening, eligibility assessment, and synthesis of studies on teacher burnout (Page et al., 2021). Because burnout is represented through both measurable psychological dimensions and context-dependent professional experiences, quantitative and qualitative evidence were considered together to provide a broader account of the phenomenon (Siddaway, Wood, & Hedges, 2019; Kim & Asbury, 2020). Peer-reviewed journal articles, empirical reports, government or institutional reports, and relevant policy-based evidence published from 2015 to 2025 were considered. The review focused primarily on primary, secondary, and K–12 educational contexts. Studies of closely related constructs—such as occupational stress, emotional exhaustion, job dissatisfaction, turnover intention, and digital fatigue—were retained only when they explicitly informed the antecedents, dimensions, correlates, or outcomes of burnout; these constructs were not treated as interchangeable with burnout.

To preserve occupational specificity, the eligibility framework excluded studies centered on students, school administrators, or higher education faculty when the evidence did not directly inform the review's K–12 teacher burnout questions. The final synthesis therefore prioritized evidence that either measured burnout directly or provided clearly relevant qualitative or contextual evidence about teachers' work-related experiences.

Search strategy

Searches were conducted using Google Scholar, JSTOR, ResearchGate, ERIC, Scopus, and institutional research repositories to capture quantitative, qualitative, and mixed-method evidence related to teacher burnout. The search was limited to English-language publications dated 2015–2025 and was focused on teaching populations and school-based occupational contexts.

The search logic combined population terms (teacher, educator) with burnout and closely related terms, including teacher burnout, educator stress, occupational stress, emotional exhaustion, job satisfaction or dissatisfaction, teacher attrition or turnover intention, digital fatigue, and teacher mental health. Boolean operators AND and OR were used to combine or broaden concepts, and geographic terms were added when context-specific evidence was sought (for example, "teacher burnout" AND Philippines). Related constructs were used as search-entry terms to locate relevant literature, but they were not automatically coded as burnout unless the study measured burnout or explicitly examined the construct in relation to burnout.

Screening proceeded in stages. Records first underwent preliminary removal of duplicates and clearly ineligible items, followed by title-and-abstract screening and then full-text eligibility assessment. The PRISMA flow diagram documents 19 records entering screening, 17 reports sought for retrieval, 16 reports assessed for eligibility, and 15 studies retained in the final synthesis. At title-and-abstract screening, records were removed when they were outside the publication period, did not concern teachers or school-related occupational well-being, or were clearly outside the review scope. At full-text review, inclusion required either direct measurement of teacher burnout or an explicit empirical connection between burnout and a related construct relevant to the research

questions. One report was not retrieved, and one assessed report was excluded because it did not address teacher burnout.

Inclusion and exclusion

Inclusion criteria were: (1) publication from 2015 through 2025; (2) English-language full text; (3) a teacher or educator population relevant to school-based work; (4) direct examination of burnout or an explicit empirical relationship between burnout and a closely related construct; and (5) presentation of empirical findings, systematic qualitative evidence, or credible government/institutional evidence relevant to the research questions.

Exclusion criteria were: (1) studies centered on students, administrators, or other non-teaching occupations; (2) higher-education-only studies that did not provide directly relevant evidence for the K–12 review questions; (3) opinion essays, blogs, commentaries, and media articles without systematic methods; (4) duplicates, out-of-range publications, and unavailable full texts; and (5) studies in which stress, job dissatisfaction, emotional exhaustion, or turnover intention was discussed without a clear conceptual or empirical connection to burnout. Fifteen studies met the stated eligibility requirements and were included in the final synthesis.

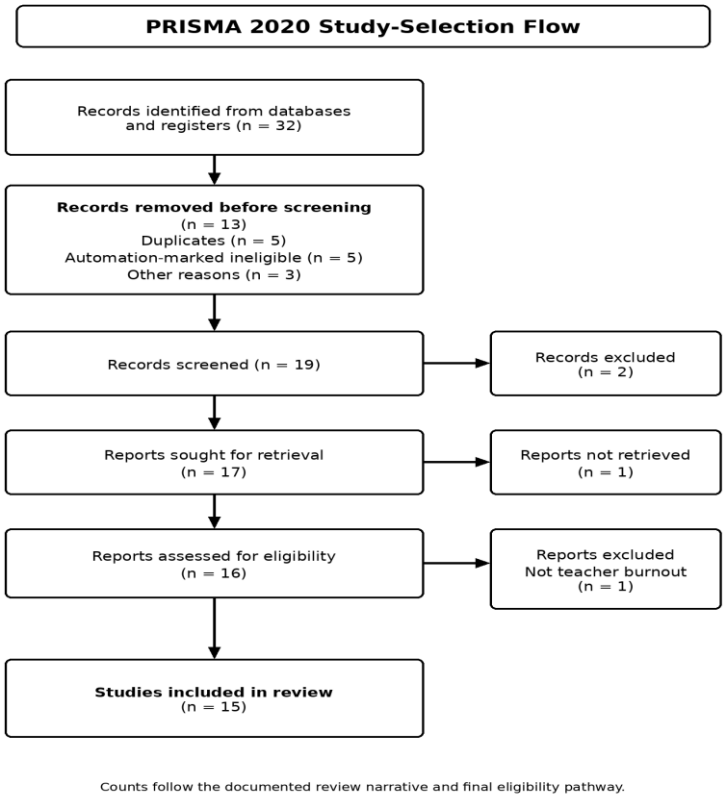

Figure 1. PRISMA 2020 study-selection flow diagram

Operational Distinction of Key Constructs

For this review, burnout was operationalized as a work-related syndrome characterized by emotional exhaustion, depersonalization or cynicism, and reduced personal accomplishment or professional efficacy (Maslach & Jackson, 1981). Occupational stress was treated as an emotional, cognitive, or physiological response to job demands and resource imbalance that may precede or accompany burnout, but is not equivalent to burnout. Emotional exhaustion was treated as a core dimension of burnout and could also be reported independently when a study measured only that dimension.

Job dissatisfaction was treated as an attitudinal evaluation of work, turnover intention as a behavioral intention to leave a job or profession, and digital fatigue as a context-specific work demand or stress response. These

constructs were coded as antecedents, correlates, dimensions, or outcomes according to each study's design and measurement rather than being combined under a single burnout label.

Data Analysis

The review used a mixed-evidence synthesis combining descriptive mapping of study characteristics with quantitative and qualitative thematic synthesis. Where explicitly reported, studies were compared by publication year, location, research design, educational level, and pandemic-related context. Quantitative findings were summarized in terms of associations, statistical relationships, and recurrent correlates of burnout. Because many of the included studies used cross-sectional designs, causal language was avoided unless the underlying design supported temporal or causal inference; statistical prediction was not interpreted as proof of causation. Qualitative findings were thematically analyzed to identify recurrent work demands, contextual stressors, institutional influences, and teacher experiences. Findings were then compared for convergence and divergence across studies, followed by a gap analysis. Formal subgroup meta-analysis by geography, school level, or pre-/post-COVID period was not undertaken because these characteristics were not consistently reported or extracted across all studies; descriptive subgroup patterns were discussed only where the study context was explicit.

RESULTS AND DISCUSSION

Findings

A. Factors that Contribute to Job Burnout Among Teachers (2015–2025)

A synthesis of 15 studies that met the inclusion criteria indicates that teacher burnout is associated with organizational, workload-related, psychological, and contextual factors.

A.1 Workload and Job Demands

Several studies reported associations between heavy workload, administrative responsibilities, and teacher burnout. Large teaching loads, extensive paperwork, and numerous non-teaching tasks were commonly linked with higher stress and emotional exhaustion (Cui et al., 2018; Pimentel, 2017). In many educational settings, teachers are required to perform multiple roles beyond classroom instruction, including documentation, report preparation, and student-related responsibilities. These additional duties may reduce the time available for lesson preparation and recovery. Jacobson (2016) and Rumschlag (2017) likewise reported that sustained high job demands were associated with emotional exhaustion, one of the core dimensions of burnout. Taken together, the evidence supports a consistent relationship between demanding work conditions and burnout-related outcomes, but does not by itself establish causation.

A.2. Organizational and Institutional Factors

School management and the work environment were repeatedly associated with teacher well-being and burnout-related outcomes. Poor administrative support and weak leadership were linked with higher work-related stress (Skaalvik & Skaalvik, 2017). Low organizational commitment, limited recognition, and insufficient resources were also associated with job dissatisfaction, stress, and burnout indicators (Maas et al., 2021; Pimentel, 2017). These findings suggest that organizational conditions are important contextual correlates of teacher burnout.

A3. COVID-19 Pandemic and Online Teaching Challenges

Studies conducted during the COVID-19 period identified additional context-specific stressors associated with teacher burnout. The rapid shift to online and remote learning required teachers to adapt to digital platforms while maintaining instructional responsibilities (Kusumaningtiar & Anggraini, 2020). Increased workload, limited training, and digital fatigue were commonly reported during this period (Ismayenti et al., 2023). In the Philippines, blended-learning demands, health concerns, and emotional stress were also reported alongside burnout-related outcomes (Bravo et al., 2021).

A4. Emotional and Psychological Factors

Emotional exhaustion is a core dimension of burnout, whereas prolonged occupational stress and difficulties in emotion regulation are related but conceptually distinct constructs. Donker et al. (2020) reported associations between emotion regulation and emotional exhaustion. Rumschlag (2017) described burnout in terms of emotional exhaustion, depersonalization, and reduced personal accomplishment. Accordingly, the present synthesis treats stress and emotion-regulation difficulties as correlates or possible antecedents, while emotional exhaustion is interpreted as a burnout dimension rather than as a separate synonym for the entire syndrome.

A5. Personal and Professional Characteristics

Several studies examined personal and professional characteristics as possible correlates, buffers, or risk markers of burnout. Lower resilience, grit, or less effective coping were associated with higher burnout-related outcomes in some studies (Heruela, 2021), although these relationships were not consistent across contexts. Other studies described burnout among preservice teacher supervisors or university teachers in relation to multiple responsibilities, research demands, performance evaluation, and career expectations (Fasinu, 2025; Wang Xiaomin, 2025). These findings were interpreted cautiously because educational level and occupational context differ across studies.

B. Consequences of Teacher Burnout on Retention, Instructional Quality, and Student Outcomes

Analysis of this cluster shows that teacher burnout is associated with important outcomes for teachers, schools, and students.

B.1. Teacher Retention and Turnover

Teacher burnout is strongly associated with teacher attrition and turnover intentions. Studies report that teachers with higher burnout are more likely to consider leaving their jobs or the profession (Heruela, 2021), and burnout-related conditions have also been discussed in relation to declining K–12 teacher retention (Latson, 2021). Because much of the underlying evidence is cross-sectional, these findings indicate a relationship between burnout and intention to leave rather than demonstrating that burnout alone causes turnover.

B.2 Instructional Quality

Teacher burnout is also associated with lower motivation, engagement, and perceived teaching effectiveness (Jacobson, 2016). Emotional exhaustion has been linked with reduced instructional energy, creativity, and classroom interaction (Donker et al., 2020). These associations suggest that burnout may coincide with poorer instructional functioning, although the direction and magnitude of effects cannot be established from cross-sectional evidence alone.

B.3. Student Outcomes

Teacher burnout may also be associated with student-related outcomes through changes in teacher engagement, classroom climate, and instructional support. Skaalvik and Skaalvik (2017) linked teacher stress and related work experiences with professional outcomes, while pandemic-period evidence connected teacher stress with reduced instructional support and learning effectiveness (Gadermann et al., 2023). The reviewed evidence therefore suggests an indirect relationship with student outcomes rather than a uniform causal effect.

B.4. Teacher Mental Health and Well-being

Teacher burnout is associated with poorer mental health and lower overall well-being. Studies have reported relationships between burnout-related experiences, anxiety, depression, psychological distress, and reduced job satisfaction (Clarion & Palarisan, 2023). These findings indicate that burnout and mental-health difficulties can co-occur, but causal direction should not be assumed when the study design is cross-sectional.

C. Research Gaps Regarding Determinants of Teacher Occupational Stress

Despite the growing number of studies on teacher burnout, several research gaps still remain. Many studies use cross-sectional research designs, which makes it difficult to determine the long-term causes and effects of teacher burnout. There is also limited research that examines the long-term impact of burnout after the COVID-19 pandemic, as most studies focus mainly on stress experienced during the pandemic period. In addition, many studies focus only on specific locations or education levels, leaving gaps in understanding burnout across different subject areas, rural and urban schools, and public and private institutions. Another gap is the limited number of studies that evaluate effective intervention programs that can help reduce teacher stress and prevent burnout. Furthermore, research on teachers' psychological coping strategies, such as resilience and emotional regulation, remains limited. Finally, although teacher burnout is believed to affect student outcomes, there are still few studies that directly measure the relationship between teacher burnout and student academic performance

DISCUSSION

A. Factors that Contribute to Job Burnout Among Teachers (2015–2025)

A.1 Workload and Job Demands

The findings suggest that the accumulation of teaching and administrative responsibilities is consistently associated with higher burnout risk and emotional exhaustion. When teachers must manage multiple instructional and non-instructional tasks, the balance between job demands and available time or resources may become strained. These patterns are consistent with the JD-R framework, but the largely cross-sectional evidence does not establish that workload alone causes burnout. The findings support the practical value of manageable workloads, administrative assistance, and adequate institutional resources as potential protective conditions.

A.2. Organizational and Institutional Factors

The findings also show a consistent association between school environment and teacher well-being. Supportive leadership, recognition, and adequate resources tend to coincide with higher job satisfaction and lower burnout-related outcomes, whereas limited support and unfavorable working conditions are associated with greater stress and exhaustion. These relationships support attention to organizational conditions while avoiding the assumption that a single leadership or support factor is sufficient to cause or prevent burnout.

A.3. COVID-19 Pandemic and Online Teaching Challenges

Pandemic-period studies show that abrupt changes in teaching conditions coincided with higher stress, emotional exhaustion, digital fatigue, and workload pressures. Teachers were required to adapt rapidly to new technologies and learning systems, often with limited preparation or support. These findings are best interpreted as context-specific associations during an educational disruption rather than as evidence that online teaching itself uniformly causes burnout. They nevertheless highlight the importance of training, technical support, workload planning, and mental-health support during major system changes.

A.4. Emotional and Psychological Factors

The findings emphasize the importance of distinguishing occupational stress from burnout while recognizing their close relationship. Persistent stress may precede or accompany emotional exhaustion, but stress alone is not equivalent to the multidimensional burnout syndrome. Emotion regulation, perceived support, and professional efficacy may shape how teachers experience demanding work conditions. Schools can therefore strengthen teacher well-being through accessible support, counseling, stress-management resources, and a work culture in which teachers feel heard and valued.

A.5. Personal and Professional Characteristics

Personal resources such as resilience, grit, and coping strategies were associated with burnout in some studies, although the direction and strength of these relationships varied across contexts. These characteristics should therefore be treated as possible buffers or correlates rather than as deterministic causes of burnout. Professional development that includes healthy coping, stress management, and resilience-building may complement—rather than replace—organizational efforts to improve workload, leadership support, and working conditions.

B. Consequences of Teacher Burnout on Retention, Instructional Quality, and Student Outcomes

Analysis of this cluster shows that teacher burnout is associated with important outcomes for teachers, schools, and students.

B.1. Teacher Retention and Turnover

The findings indicate a strong relationship between burnout and turnover intention. Teachers reporting greater exhaustion and reduced professional efficacy were more likely in several studies to consider leaving their jobs or the profession. However, turnover decisions are shaped by multiple personal and organizational factors, and cross-sectional evidence cannot demonstrate that burnout is the sole cause. Addressing workload, support, recognition, and well-being may nevertheless help create conditions that support teacher retention and workforce stability.

B.2 Instructional Quality

The reviewed studies suggest that burnout is associated with lower instructional energy, motivation, engagement, and teaching effectiveness. Emotionally exhausted teachers may have less capacity for sustained creativity and interaction, but the available evidence does not establish a single causal pathway from burnout to instructional quality. Supporting teacher well-being and professional resources may help maintain instructional functioning, particularly during periods of high demand.

B.3. Student Outcomes

The findings suggest that teacher well-being and burnout are related to classroom climate and student learning conditions. Lower teacher engagement and reduced instructional support may accompany higher burnout, which can in turn coincide with weaker student engagement or learning outcomes. Because relatively few studies directly measured both teacher burnout and student academic performance, these student-level relationships should be interpreted cautiously.

B.4. Teacher Mental Health and Well-being

The reviewed evidence indicates that burnout is associated with poorer psychological well-being, including anxiety, depression, distress, and lower job satisfaction. These outcomes may reinforce one another, but the direction of influence is not always clear in cross-sectional studies. Schools and educational institutions should therefore consider teacher well-being programs, counseling access, and stress-management supports as part of a broader organizational response.

C. Research Gaps Regarding Determinants of Teacher Occupational Stress

These research gaps show the need for more comprehensive studies on teacher burnout. Future research should consider using longitudinal methods to better understand how burnout develops over time and how it affects teachers in the long term. There is also a need for more studies that examine the post-pandemic situation to understand whether burnout continues to affect teachers after major educational disruptions. In addition, researchers should explore different educational contexts and develop intervention programs that can help reduce stress among teachers. Studying teachers' coping strategies and resilience may also provide useful insights into how burnout can be prevented. Addressing these gaps can help improve policies and support systems that promote teacher well-being and better educational outcomes.

Comparison Across Studies

The table provides a comparative synopsis of the factors most frequently associated with teacher burnout across the included studies, organized into five thematic areas. Workload and job demands were the most consistently reported correlates, followed by organizational and institutional conditions. COVID-19-related challenges were prominent within pandemic-period studies but should be interpreted as context-specific. Emotional and psychological variables appeared as burnout dimensions, correlates, or possible mediating mechanisms depending on the study, while personal and professional characteristics showed more variable relationships. Overall, the comparison reflects consistency of reported associations rather than a hierarchy of causal effects or formal risk-of-bias ratings

Table 1. Comparative Summary of Teacher Burnout Factors Across Studies

Category	**Key Findings Across Studies**	**Representative Studies**	Consistency Across Included Studies
A.1 Workload and Job Demands	Heavy workload, time pressure, and administrative burden were consistently associated with emotional exhaustion and overall burnout across teaching levels and contexts.	Cui et al. (2018); Pimentel (2017); Skaalvik & Skaalvik (2017); Bravo et al. (2021); Kusumaningtiar & Anggraini (2020)	High consistency across studies
A.2 Organizational and Institutional Factors	Limited administrative support, weak leadership, and unfavorable school environments were associated with higher burnout-related outcomes, while stronger institutional support was generally associated with lower stress or burnout.	Zhou (2015); Skaalvik & Skaalvik (2017); Gadermann et al. (2023); Clarion & Palarisan (2023); Bravo et al. (2021)	Generally consistent
A.3 COVID-19 Pandemic and Online Teaching Challenges	The transition to online teaching, technological difficulties, and increased workload were associated with higher stress and burnout-related outcomes during the pandemic period.	Kusumaningtiar & Anggraini (2020); Ismayenti et al. (2023); Gadermann et al. (2023); Bravo et al. (2021)	Consistent within pandemic-period studies
A.4 Emotional and Psychological Factors	Stress, emotional exhaustion, and emotion-regulation difficulties were closely related to burnout, but emotional exhaustion was treated as a burnout dimension while stress and regulation were treated as distinct correlates or possible mediators.	Rumschlag (2017); Donker et al. (2020); Jacobson (2016); Clarion & Palarisan (2023); Fasinu (2025)	Moderate to high consistency
A.5 Personal and Professional Characteristics	Individual traits such as grit, experience, and coping strategies showed mixed relationships with burnout and may function as correlates or buffers depending on context.	Heruela (2021); Latson (2021); Pimentel (2017)	Variable or mixed

CONCLUSION

Teacher burnout is a complex occupational phenomenon associated with heavy workloads, administrative demands, organizational conditions, emotional stress, individual coping resources, and context-specific challenges such as the COVID-19 pandemic. Across the reviewed literature, higher burnout was associated with turnover intention, reduced instructional engagement, poorer teacher well-being, and adverse student-related outcomes. Emotional exhaustion was treated as a core dimension of burnout, while occupational stress, job dissatisfaction,

turnover intention, and digital fatigue were treated as related but distinct constructs. Because many studies were cross-sectional, these relationships should not be interpreted as definitive causal effects.

The review supports a multifaceted approach to teacher well-being that includes manageable workloads, administrative support, recognition, adequate resources, and accessible mental-health supports. It also highlights the need for longitudinal and intervention-based research, clearer post-pandemic evidence, and more consistent reporting of geography and educational level to permit stronger subgroup comparisons. Future systematic reviews would also benefit from prospective documentation of database-specific search strings and search dates, standardized study-level extraction, and formal risk-of-bias appraisal.

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