

Exploring Teacher Burnout: A Comprehensive Study of Causes and Solutions

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Abstract

Teacher burnout is a growing concern in the education field, significantly impacting educators' well-being, job satisfaction, and students' performance. This study explores the causes of teacher burnout in Nepalese schools and proposes practical solutions to mitigate its effects. Using a narrative inquiry approach, the research gathered detailed qualitative data from four school teachers and two teacher educators through a random sampling method. The results showed that excessive workload, lack of administrative support, financial stress, students' behavioral problems, and socio-cultural expectations are significant factors contributing to burnout. Teachers reported that emotional exhaustion lowers motivation and raises absenteeism, which negatively affects classroom effectiveness. The study also emphasizes the negative correlation between teachers' burnout and students' academic success, underscoring the need for targeted interventions. Suggested solutions include managing workload effectively, implementing professional development programs, offering mindfulness training, promoting wellness initiatives, and fostering a supportive work environment. The research highlights the significance of institutional and policy-level changes in enhancing teacher well-being and, consequently, improving educational quality. This work contributes to the limited research on teacher burnout in Nepal and provides practical recommendations for educators, administrators, and policymakers to foster a more sustainable and motivating teaching career.

Keywords: 1st classroom performance, 2nd mental health, 3rd teacher burnout, 4th teacher well-being

1. INTRODUCTION

Education plays a crucial role in the socio-economic development of any nation, and Nepal is no exception. To make teaching more effective and learner-centred, teachers' well-being is vital. If teachers are not motivated, teaching and learning are not conducted

effectively (Joshi, 2022). The well-being of teachers is not only an essential outcome in itself, but it also serves as a means to other important outcomes, such as student learning and progress (Collie & Martin, 2020). Although teacher burnout is not a new issue, it is becoming increasingly common and contributing to teacher attrition. Due to the adverse effects that teacher burnout has on education, both financially and academically, it is a problem that affects schools nationwide (Jacobson, 2016; Edurio, 2024; Garcia & Weiss, 2020).

Teachers who are more motivated and relaxed tend to achieve better results in the classroom (Greenier, Derakhshan, & Fathi, 2021). Conversely, teachers facing challenges are more likely to negatively affect their teaching and learning environment, which can lead to poor performance by the teachers themselves. Over time, this can also decrease overall classroom effectiveness and students' performance. Many factors contribute to effective teaching and learning, while others have a negative influence. One major factor affecting teachers' performance is burnout. This is evident through teachers' behavior and the fact that many leave the education field feeling stressed and disillusioned due to burnout (Ingersoll, 2012; Morales, 2011).

Teacher burnout is viewed as a major issue in schools (Skaalvik, & Richards, 2020). Many researchers studying teachers have found that burnout can significantly decrease quality of life and reduce teaching effectiveness. To foster an effective classroom environment, teachers need to be stress-free and work in a relaxing, positive setting. Although teachers are vital to our education system, their jobs can often be stressful and overwhelming. Many teachers experience burnout, which can harm both their health and their students' performance (Skaalvik & Skaalvik, 2020)

Teachers' burnout is defined as the fatigue teachers experience due to various factors. These factors may originate from work-related issues, the school's teaching and learning environment, workload, and other responsibilities teachers often have to handle simultaneously (Madigan & Kim, 2021). It is also associated with longer working hours and the economic impacts linked to them. Additionally, teachers' extra tasks, such as household responsibilities and outside work commitments in society, can also contribute to burnout. Therefore, the issue of teacher burnout requires further research and study. The field should also develop strategies to address these challenges.

The primary aim of this study was to identify the main factors contributing to teacher burnout in schools and to develop practical solutions to mitigate it. By accomplishing these objectives, the study seeks to enhance understanding of the challenges teachers encounter and offer actionable strategies to improve their well-being and job satisfaction.

2. LITERATURE REVIEW

Teaching is one of the noblest professions (Makhetha, 2022). To be an effective teacher, one must be psychologically and mentally healthy. However, for various reasons, this state of wellness among teachers is being affected. Frink-Levenhagen (2021) notes that teacher burnout has historically been recognized as a widespread issue in the teaching profession. The seriousness of this problem is demonstrated by Küçüksüleymanoğlu (2011), who suggests that at the beginning of their careers, many teachers are excited and committed. However, over time, they become accustomed to burnout, and after a few

years, they start to lose interest, become pessimistic, and withdraw from colleagues and students.

Burnout is a feeling of stress and frustration an individual can experience, which may lead to attrition (Canadian Psychological Association, 2021). It is a syndrome characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment, often occurring in people who work with others in some capacity. Burnout is a psychological response to prolonged work stressors (Maslach, 2003; Shah, Nogueras, & van Woerden, 2021). It manifests as extreme tiredness resulting from working excessively without attending to personal needs. Pines and Aronson (1988) describe it as physical, emotional, and mental exhaustion caused by prolonged exposure to emotionally demanding situations. Additionally, burnout can develop from coping with work-related stress in an unproductive manner over time (Jennett et al., 2003; Kim, Shin, & Swanger, 2020). As burnout increases, teachers may become more frequently absent, classes may remain vacant at educational institutions, and teachers might leave their positions (Whipp, Tan, & Yeo, 2007; Kim & Asbury, 2020). They regard burnout as a significant factor associated with teacher absenteeism and job turnover. Understanding the factors contributing to teacher burnout can help in creating school environments that enhance teacher satisfaction and support the delivery of high-quality education (Saloviita & Pakarinen, 2021).

Burnout occurs when overstressed individuals feel emotionally drained by their work, believe that their efforts don't benefit those they aim to help or themselves, and start blaming their clients, patients, or students for not improving, getting better, or learning. This also results in a loss of feelings of achievement for the professional (Dworkin, 2001).

The effects of burnout are consistently negative (Maslach & Leiter, 2016), and many studies in this area have explored its harmful impacts. Burnout is evident not only on an individual level but also within interpersonal relationships (Santarpia, Consiglio, & Borgogni, 2024). As teacher burnout increases, students encounter academic and emotional challenges caused by their teachers' burnout (Jacobson, 2016; Skaalvik & Skaalvik, 2021). On a personal level, burnout diminishes professionals' intrinsic motivation, enthusiasm, passion, and career ambitions. At the interpersonal level, it results from a motivational crisis, shown by indifference and discouragement (Schaufeli & Enzmann, 1998; Koutsimani, Montgomery, & Georganta, 2019).

Maslach and Leiter (1999) developed a model of teacher burnout in educational settings, suggesting that burnout affects both teachers' and students' experiences and behaviors. It proposes that teachers' actions are influenced by a process that leads to emotional exhaustion, depersonalization, and a decline in personal achievement. As teacher burnout increases, the thoroughness of lesson planning and student participation in class activities tend to decrease, while student criticism rises. Students' reactions can influence their feelings about the teacher, their perceptions of them, and their behavior in the classroom. Consequently, students often feel less effective in the classroom. Additionally, a teacher's burnout reduces students' intrinsic motivation, resulting in lower engagement and learning. Many researchers have observed how teachers' burnout impacts their instructional behavior. Teachers experiencing high emotional exhaustion are more likely to receive lower ratings from students in areas such as classroom

Rajendra Prasad Joshi, *Exploring Teacher Burnout: A Comprehensive Study of Causes and Solutions* management, pacing, and personal support compared to teachers with lower burnout levels.

Burnout is considered a sign of poor professional well-being (Klusmann et al., 2008; Schaufeli, 2021) in individuals like teachers (Byrne, 1999; Maslach & Leiter, 1999). From a theoretical point of view, burnout occurs when there is a mismatch between job demands and the personal resources needed to meet those demands (Maslach, 2003; Maslach et al., 2001). Researchers have explored the negative effects of burnout, which can impact both personal and interpersonal relationships (Schaufeli & Buunk, 2003; Rotenstein et al., 2018). This can significantly damage relationships and even lead to family separations and conflicts with family members and friends (Jones & Ali, 2021).

2.1 Symptoms of Burnout

Burnout develops gradually over time; it does not occur suddenly (Centers for Disease Control and Prevention [CDC], n.d.). The onset of burnout becomes apparent due to workplace stress (Maslach & Leiter, 2016). Employees experience stress when job demands surpass job resources. If this stress persists for a long period or becomes chronic workplace stress, individuals may develop burnout. Burnout can cause changes in a person's motivation, thoughts, and physical sensations (Khammissa, Nemitandani, Feller, Lemmer, & Feller, 2022).

Burnout often manifests in various interconnected ways. People may notice a decline in motivation and engagement at work, along with a significant drop in their drive and enthusiasm for tasks (Mayo Clinic, 2025). This typically results in less job satisfaction and a growing sense of disconnection from their professional role. Emotional signs such as anger, frustration, and irritability become more common, while worries, anxiety, and insecurity can also increase (Edú-Valsania, Laguía, & Moriano, 2022). Affected individuals might also feel isolated, want to withdraw from colleagues and work environments, and struggle with these feelings, which can lead to a decrease in self-confidence, making it harder to handle workplace demands and maintain a positive view of their professional abilities.

Similarly, burnout also impacts a person's thought process. Burnout can cause persistent negative thoughts about one's job, increased focus on mistakes, and growing cynicism about others' intentions (Maslach & Leiter, 2016). People may feel mentally disconnected from their work and develop inappropriate attitudes toward clients or colleagues. This is often accompanied by a loss of idealism, a desire to quit, and difficulties with concentration, memory, adjustment, and decision-making.

Burnout can significantly impact teachers' performance, making it difficult to reach their goals despite their efforts. People may experience reduced productivity, feelings of inefficiency, and frequent procrastination. These problems often lead to withdrawal from workplace interactions and increased social isolation. In more severe cases, burnout might result in absenteeism or being physically present at work but unable to function properly (American Psychological Association, n.d.). Physical signs of burnout typically include ongoing tiredness, low energy, and a constant feeling of exhaustion (Calm, 2025). People may also suffer from frequent headaches, muscle aches, and a higher risk of illnesses like colds and infections (Smith et al., 2020).

2.2 Solutions to the Burnout

Burnout causes significant losses in the teaching and learning environment. To improve efficiency, issues must be addressed promptly and thoughtfully. Burnout negatively affects classroom instruction and interactions with parents, colleagues, and administrators (Jacobson, 2016). To reduce burnout among educators, support from all stakeholders, especially administrators, should be fostered through collaboration with teachers. Professional learning communities promote a positive atmosphere by encouraging cooperative problem-solving, as noted by Caine and Caine (2010) and Donohoo, Hattie, & Eells (2021). Additionally, teacher empowerment can come from support groups that promote idea sharing and increase teacher satisfaction. Research shows that teachers experience lower burnout levels when principals are involved and focused on their teachers (Richards et al., 2018). Principal support also helps in decreasing teacher burnout in schools (Uzum, 2018). Another key factor in alleviating burnout is administrative support, which boosts teacher efficiency and reduces burnout (Tickle et al., 2011).

3. RESEARCH METHODOLOGY

The study used a narrative inquiry method for data collection. Narrative inquiry is a qualitative research approach that explores how people make sense of their personal experiences through the stories they tell. It focuses on understanding individuals' lived experiences by collecting, analyzing, and interpreting their narratives (Clandinin & Connelly, 2000; Clandinin, 2022). This approach treats stories not only as data but also as a way to study how people create meaning in their lives and contexts. Narrative inquiry often involves collaboration between the researcher and the participant, where stories are co-constructed and situated in time, place, and social interaction (Clandinin, 2013). It is valuable in fields like education, psychology, and health, where understanding personal and contextual experiences is essential. I have chosen to use narrative inquiry because it helps gain in-depth knowledge of this particular issue.

3.1. Sample and Sampling Procedure

School teachers and education experts are the target population for this study. Since collecting information from the entire group is not possible, a sample was drawn. Four teachers working in schools were selected using a purposive sampling method, and two university teachers involved in teacher education were chosen for data collection. The data were gathered through in-depth interviews with both teachers and educators. Teachers were interviewed to identify the causes and circumstances of burnout, while educators were interviewed to develop solutions to the issue. Participant selection was based solely on a purposive sampling procedure.

4. RESULTS AND DISCUSSION

The study aimed to identify the causes of burnout among Nepalese school teachers. It is also aimed at devising solutions to reduce teacher burnout. Based on the narratives collected from teachers facing stressful situations and educators working in the field of teacher education, the following results have been derived.

4.1 Causes Behind the Burnout

Teachers were asked about the causes that lead to stress, and it was found that there is a variety of stressors that ignite burnout in their school settings. The study revealed various factors that make their professional lives overwhelming, often affecting their motivation, emotional well-being, and teaching effectiveness.

4.1.1 Factors Associated with Workload

One of the most frequently mentioned causes of stress is excessive workload. Teachers reported that the burden was not only due to teaching responsibilities but also additional administrative tasks, exam supervision, and co-curricular duties. The stress doubles when one does not receive recognition for the tasks that they have worked on. This is what Skaalvik and Skaalvik (2020) have discussed in the study. These multiple roles, often accompanied by insufficient support and resources, lead to physical and mental exhaustion among teachers. As in the words T1:

I sometimes feel like I am not just a teacher but having a role of cleaning staff, counselor, event organizer, and dance director. I have to prepare my lesson plans, check homework, manage extracurricular activities and have to attend the staff meetings and the Parent teacher meeting.

Another primary source of stress was the large class size and inadequate support for classroom management. Teachers expressed that dealing with a class of 50-plus students in a class and providing them with individual attention is one of the most challenging tasks for teachers to accomplish. The classrooms are now getting crowded in public schools, as the number of students is increasing. T2, in his sharing, mentions that

...with 56 students in one classroom, its almost impossible to give personal attention or assess everyone property. When it comes to checking their homework and giving feedback, it gets tougher. I end up feeling guilty and frustrated at the end.

Similarly, there is a lack of recognition and motivation. Many teachers felt that their efforts went unnoticed by school leadership, parents, and sometimes even by the students. This lack of appreciation contributed to a sense of professional isolation and disillusionment.

Apart from these, the realizations of the pressure to meet academic targets such as exam results, students' performance, is also the primary source of teacher burnout.

4.1.2 Factors Related to the Work Environment

Teachers were asked to share their experiences of burnout that is caused by the work environment, and the findings reveal that multiple interconnected factors in the school environment contribute significantly to teacher burnout in their context. Based on the participants' narratives, the following themes are generated.

4.1.3 Lack of Administrative and Institutional Support

In the work environment teachers often feel unsupported in terms of decision-making, classroom management issues or in handling students with behavioral challenges, Some teachers expressed that the school administration wants to maintain the discipline and many other issues related to the students behavior but once any teacher mistakenly

happen to injure student or have any bruises the administration does not support them as a result teachers are in dilemma whether to attempt to maintain the discipline forcefully or let it go the way it is going. As T3 shared her experience:

Once a teacher simply happened to have a minor bruise in the students and the next day the guardian appeared in the school with a complaint and the administration punished one of their staff by terminating her of the job rather than taking her side. This incident causes a kind of mental and behavioral problems among teachers. The fear of losing the job and keeping the discipline and fear of committing errors always creating the issues for burnout among them.

This is not only related to the behavioral issues but also to their carelessness and incompetence in dealing with the subject matter and/or erroneous occurrences in the class.

4.1.4 Low Salary and Financial Stress

One of the significant factors that contributes to burnout is financial insecurity. Mainly, in private schools, the teacher's salary is comparatively low and inconsistent. In public schools, teachers are also dissatisfied with their salaries and the irregularity in receiving them every month. Sometimes teachers need to protest to receive their salaries. One of the T3 responded that:

Our salary is not enough to maintain our day-to-day expenses as children fee.. we cannot make our students get their education in the good schools that demands high tuition fee. To maintain the expenses, I have to do some extra hours as tuition classes or other part-time jobs.

The poor salary and the pressure that they have for maintaining their day-to-day expenses, and the emergency expenditure that they have to pay, always creates a kind of burnout among them.

4.1.4 Student Behavior

The disciplinary and behavioral issues of the students also create stressful moments for teachers. Teachers realized that in public schools, the students are so abrasive that they are very difficult to control, and the teacher's dominance is weak. Many of those who come from poor and uneducated or less educated families create issues in the class. Teachers expressed that managing classrooms with students who display disruptive behavior, lack motivation, or show disinterest in learning becomes a trigger for stress. Handling repeated behavioral issue without adequate support drains emotional energy and affects teachers' ability to stay positive and motivated. As T3 shared:

when students are inattentive, make noise in the class or constantly disrupt lessons and feel frustrated." Similarly, T4 mentioned " I tried to convince the students with mathematical calculations but my effort went in vain when they could not understand what I wanted them to do. This rigorous effort that does not bring a difference in their behavior is so frustrating for me as a teacher."

Teachers experience stress due to their students' behavioral and disciplinary issues. They realize that their authority is weak and that public school students are so unruly that they are very difficult to manage. Many students from low-income, uneducated, or less-educated families create challenges in the classroom.

4.1.5 Personal and Professional Circumstances Outside School

Several factors contribute to teachers' burnout, many of which are related to their daily classroom and school-related situations. However, the narratives of participating teachers reveal that factors outside the school environment also significantly influence their experience of burnout. These outside situations often interact with their professional responsibilities, increasing emotional exhaustion and decreasing overall job satisfaction. The following themes are derived from the teachers' narratives:

a. Family Responsibilities and Financial Pressure

Teachers mentioned that the burden of managing household responsibilities, raising children, and caring for elderly family members also causes stressful situations for them. During school, teachers have to carry their children, and if there is any school meeting, the children keep waiting for them and this causes stress. This is a common occurrence among female teachers in school. As T2 mentions

Being daughter in law, I have responsibilities towards my mother in law and have to manage the kitchen, cleaning in the house, and responsibilities towards husband and mother in law and have to deal with the homework of the children... is difficult to manage and have to wake up early in the morning and get everything managed....this causes a lot of pressure."

However, with male teachers as well, they have to manage time for both family and school and balancing these responsibilities can cause a stressful situation for them. For private school teachers, the financial insecurity resulting from low salaries and delayed payments has a detrimental impact on their mental well-being. Even among public school teachers, the salary system that pays them every three or four months can cause stressful situations. T4 mentions

The school administration doesn't pay the salaries in a routine base and being the only earning member of the family I struggle to manage it. I struggle to pay rent and fees for my children... sometimes the situation is such alarming that I don't have money to fill the petrol in my vehicle and have to manage through my colleagues".

The income and family responsibilities weigh heavily on teachers. The job does not offer enough financial support, which leads to burnout. One informant shared the emotional and financial strain of being the sole breadwinner, pointing out the irregular payment of salaries by the school administration. The teacher explained how the lack of consistent income impacts not only personal well-being but also professional life. These financial hardships, along with constant pressure to meet family obligations, lead to chronic stress and feelings of helplessness.

b. Lack of Time for Self-care and Personal Growth

Teachers, through their stories, explained that juggling school duties and family responsibilities leaves little to no time for self-care or personal interests because of the combined workload. Emotional exhaustion and frustration are worsened by the inability to balance work demands with personal growth.

The school starts at 7:30 and ends at 12:45 these days. So, I have to manage the snacks for the kids before school, cook, and manage everything after school, and again, I have

to prepare for the class the next day. this leads no time for me myself... and even on Saturdays as well the school keep calling for some meetings...

c. Social Expectations and Cultural Pressures

In our context, the expectations to the society are very high. Teachers are supposed to be role models and are considered to have the highest level of morality. Teachers are expected to maintain high moral standards and participate in local events. They are not supposed to be involved in immoral, unethical, and illegal activities. The pressure to maintain this image creates pressure among teachers. Teachers have to save their face from engaging in a society where drinking, smoking, playing cards, chewing tobacco, and other such events are not accepted, and those who are not so habitual feel a kind of pressure. T4 presents that

Our personal life is very controlled... teachers when they want to have some social gathering they have to do it secretly so that other do not notice it...in today's technological world everyone is having camera in hand and if teachers are found engaged in such activities it is a big issue....so teachers always remains in a pressure."

d. Loads for teaching the subjects that are not my majors

During the discussion with the private school teachers, it was also revealed that teachers are compelled to teach courses that they do not have mastery. As T4 reported, teachers in the private sector must be all-rounders and have to deal with subjects in which they lack expertise. In T4's words:

My major is English, but I teach a course on health and physical education in grade 7 and one course on social studies for grade 8 students. I have to spend a good many hours in preparation for the course... creates a stressful situation.

In the narratives collected, teachers often shared examples of situations in which they are forced to teach courses with which they are unfamiliar, resulting in stressful situations in their jobs.

4.2 Effects of Burnout among Teachers

Teachers are asked about the impact of burnout on their performance and daily tasks, and the following findings are based on the data. Burnout affects teachers' daily personal, professional, and emotional well-being (Aloe, Amo, & Shanahan, 2014), and the data support this.

4.2.1 Personal Well-being

The issue of burnout has a profound impact on a teacher's mental and physical well-being. Extended exposure to burnout brings serious mental and physical health problems among teachers (Madigan & Kim, 2021). The problems that lead to mental health issues like anxiety, depression, and emotional exhaustion. As T1 puts it in his words

I often feel distressed and disconnected, even when I am with my family....the troubles associated with the school and planning for the next class and the issues that happened in the very day always torture teachers and s/he keep pondering upon that issue"

Similarly, teachers' physical health also gets affected by teacher burnout. These effects are realized in terms of the physical problems, such as fatigue, headaches, and sleep disturbances. T2 mentioned that

The school where I work does not allow teachers to sit in the class... teachers have to walk up and down the stairs to attend the class, and having so little time to rest in the school. teachers completely get exhausted ... "

4.2.2 Professional Performance

When teachers are regularly exposed to burnout, it leads to a decrease in their ability to perform effectively in the classroom. Teachers may lose passion for teaching over time as they continue to face these challenges. Teacher burnout is a primary cause of decreased teaching performance and mental health issues among teachers (Xue, Sun, Li, Li, & Xiao, 2024). Teachers often lose their intrinsic motivation as their enthusiasm for teaching declines over time. The joy of lesson planning, engaging students, and innovating in the classroom diminishes under the weight of exhaustion and disillusionment. T3 mentioned:

when I joined the school, I was very motivated and wants to bring the change in the situation, however with the time and as the payment delayed, the glass ceiling realized and the no increment in the salary as per expectation... I ended up with the energy and my classes run as per the rituals no any further thinking and realization to do something do better..." the other respondent put "... becoming a teacher was my dream. However, now it feels like a burden..."

The teacher then follows a rote teaching method, where teachers rely heavily on textbooks and avoid interactive or student-centred methods.

4.2.3 Increased Absenteeism

One of the most noticeable professional consequences of teacher burnout is increased absenteeism and high intention to leave the profession (Harmsen, et.al 2018). As T2 mentioned

This year, three teachers left the school and applied for a working visa abroad. The administration was so uncooperative with them that they left the job. The situation in the school made them leave their job and many teachers remain absent and take leaves for no reasons. "

Burnout situations cause increased absenteeism among teachers. When teachers do not feel motivated and energized they do not feel comfortable environment; as a result, they feel less likely to attend school. The public-school teachers happened to be engaged more outside than in the schools and they love to cash the facilities that they are provided as sick leave, casual leave and sometimes even leave the job. T1 put it this way in his word:

In the school I teach at, there is constant pressure to produce good results, meet deadlines, and attend extra classes- even on weekends. I've changed three schools in five years. I'm seriously considering leaving teaching altogether. It's no longer a passion- it feels like a punishment."

The turnover culture in the private schools and the remaining culture in the public schools are increasing day by day.

4.3 Measures to Reduce Burnout among Teachers

The teacher burnout causes significant differences in the efficiency of teachers and this reduces the effectiveness of classroom management and teachers' performance. As a result, there needs to be a maintenance of the differences in the teaching and learning situations (Aloe, Amo, & Shanahan, 2014). The following measures help reduce burnout among teachers.

4.3.1 Manage and Reduce Workload

The experts and teachers are asked to respond to their understanding about the ways to mitigate the effect of the burnout among teachers and they opined that prioritizing realistic task setting, breaking large tasks into manageable parts and avoiding overloading teachers with extracurricular or administrative duties can help teachers reduce their stressful situations. E1 mentioned

in many school in Mahendranagar teachers are supposed to teach 6 or more periods a day and in addition to that they have to contribute to the other extracurricular activities as well and teachers feel overloaded ... so to manage this teachers load must be reduced and the school should appoint a different individual that look forward to other issues...

4.3.2 Professional Development and Empowerment

Teachers' competence and confidence are increased when they participate in continuing education, workshops, and skill-building activities. Teachers feel more successful in their jobs and have a stronger sense of accomplishment when they learn new techniques. Additionally, professional development encourages creativity by enabling teachers to adapt to shifting classroom conditions, which reduces dissatisfaction and stagnation. Fostering a sense of psychological empowerment is crucial as it helps teachers feel more in control of their work environment and capable of overcoming challenges (Xue et al., 2024). E1 opined that

Our university courses in the process of preparing teachers does not' give more importance in the professional development and the empowerment.... If we wish to reduce the anxiety among teachers we need to develop some modality for workshops, and skill building activities...

Similarly, E2 also presented a similar opinion during the discussion.

Giving teachers the chance to follow ongoing professional development is essential to improving their abilities, self-esteem, and sense of achievement. Teachers feel more capable and competent in their positions when they participate in continuing education activities like workshops, reflective practices, collaborative inquiry, and advanced training.

Through this discussion, it can be concluded that teachers should be involved in training and work-related workshops that enhance their mechanisms that help them to reduce and manage burnout.

4.3.3 Mindfulness and Stress Reduction Programs

Teacher burnout is a pervasive issue characterized by chronic stress, emotional fatigue, and diminished job satisfaction, which leads to high attrition rates in the profession. E2 suggested that Mindfulness-based interventions and stress reduction

techniques offer a structured approach to help educators manage stress, regain emotional balance, and increase resilience (Smith & Jones, 2023; Lee et al., 2024). To lessen burnout and increase job satisfaction, these programs often incorporate mindfulness exercises, physical activities, and the promotion of a healthy work-life balance (Brasfield et al., 2019). Mindfulness and stress reduction programs have shown effectiveness in reducing emotional exhaustion and improving personal accomplishment among teachers (Schneider-Levi et al., 2020). E2 suggest...when teachers feel stressed and burnout, I suggest that them try mindfulness activities like breathing long, having some pauses, and some meditation activities. This helps them in controlling their emotions ... This is particularly useful for environment-generated stressors...

The effect of mindfulness technique is presented by T3 as

... whenever I feel like I had a voice and stressed ..Our principal suggested us to have an experiment in our classrooms and began involving us in mindfulness exercises. I used to have issues and now I feel much better ... but I no longer feel helpless. I feel more resilient and less like I'm just trying to get by thanks to the mindfulness exercises and the professional development support that I learned from the principal sir.

The ideas mentioned above suggest that the feeling of burnout may be reduced if teachers engage them in mindfulness and stress reduction programs. Sometimes a simple activity of long and deeper breathing can help, and at a deeper level, practicing yoga can also help us in this regard.

4.3.4 Supportive Work Environment

It is essential to create a supportive work environment where educators are treated with respect and feel appreciated by administrators and their peers. Burnout can be considerably decreased in a workplace that fosters friendliness and eliminates unpleasant interactions (Sohail et al., 2023). The school administration should provide teachers with a supportive environment. This can be achieved by engaging them in the decision-making process, supporting them, and creating an environment where they can share and present their feelings and opinions with teachers (Smith & Johnson, 2023). Similarly, reducing the load of teachers and providing them with enough opportunities in which they can rest during the school. E2 mentioned that ... Providing teachers with engagement with the administrations and the reducing the gap between the administration and them is most important...

Teachers need to be invited for regular discussions, and their role in decision-making can help them reduce the gap. Teachers are expected to receive regular counseling and feedback.

E1 opined that "...teachers need to be supported with counseling and if we can have a monthly review and appraisals.. we can reduce their stress... Recognizing teachers' achievements and supporting them when they take on extra responsibilities can also be a beneficial way to manage teachers' stress and burnout. The protection of teachers in situations where they face disruptive behavior from the students and the guardians contributes to maintaining their emotional stability. As the T4 mentioned in our discussion, when we have students with the disruptive behavior and we happen to handle the

students for their disruptive behavior ...we need the administrative support from teachers".

4.3.5 Financial Support

Financial support plays a critical role in reducing teacher burnout by elevating economic stress, increasing job satisfaction, and recognizing the value of teachers' work (Smith & Johnson, 2023). Teachers frequently suffer from chronic stress, feel underappreciated, and take on numerous responsibilities outside of their teaching duties when they are underpaid or do not have access to resources (Lee et al., 2024). These factors all contribute to burnout. Teachers' sense of stability and motivation are influenced by several factors, including timely payment, covering training expenses, offering incentives for professional development, and paying them appropriately. Teachers who receive financial support are also able to make investments in their health, as they can participate in programs, taking care of their medical needs. This improves their performance in the classroom without putting too much strain on them.

E2 puts it in his words as

Ultimately most of teachers are working for money and if they get salary not on time they certainly feel depressed and less motivating... so to motivate teachers towards their job is to pay them on time, a handsome amount and the incentives and bonuses time and again.

In the same note, E1 also presents his opinion by mentioning that

... the expenses that teachers are having for their day-to-day life... and if they can not pay these expenses on time, they are always feeling less motivated and cannot concentrate in their task... that's why school administration should support teachers financially...or providing them with some sorts of assistance... as fee waiver for children, ... medical support, house rent, travel support .. this can help in creating the better work environment among teachers.

By reducing financial stress, increasing job satisfaction, and recognizing the importance of teachers' work, financial support is vital in preventing teacher burnout, as suggested by Williams, C., Davis, D., & Brown, E. (2024). This can be provided in various forms, such as cash incentives, fee waivers for their children, health benefits, and more.

5. CONCLUSION

This study examined the causes and potential solutions to teacher burnout within the Nepalese context, employing a narrative inquiry approach. By analyzing the lived experiences of school teachers and insights from teacher educators, the researchers identified major stressors that contribute to burnout. These stressors include excessive workload, large class sizes, lack of administrative support, financial insecurity, student behavioral issues, and socio-cultural pressures. The findings also revealed the decisive effects of burnout on teachers' well-being, professional performance, and job retention. The findings suggested that to reduce burnout, solutions such as workload management, professional development activities (e.g., workshops), mindfulness and stress reduction, a supportive work environment, and financial assistance should be implemented. The study highlights the need for systematic changes in the education sector to combat teacher burnout. School administrators, policymakers, and teacher training institutions

must work together to implement these solutions, ensuring a sustainable and motivating work environment for educators. Future research could build on these findings by including quantitative data and examining the long-term effectiveness of the proposed interventions. Addressing teacher burnout is vital not only for the well-being of educators and teachers but also for enhancing the overall quality of education in Nepal. By creating a supportive and empowering environment, stakeholders can help teachers rekindle their passion for teaching and improve student learning outcomes.

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