

**BEYOND SALARY INCREASES: TEACHER
BURNOUT, OCCUPATIONAL EXHAUSTION
AND QUALITY OF LIFE AMONG SECONDARY
SCHOOL TEACHERS IN SOUTH-EAST NIGERIA**

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Abstract

The issue of teacher welfare has increasingly attracted scholarly and policy attention within contemporary educational systems, particularly in relation to salary improvements and workplace well-being. While salary increases are often introduced as mechanisms for motivating teachers and improving educational productivity, many educators continue to experience occupational exhaustion, emotional burnout, excessive workloads, and declining quality of life. This study empirically examined the relationship between salary increases, teacher burnout, occupational exhaustion, and quality of life among secondary school teachers in

South-East Nigeria. The study adopted a quantitative survey research design involving 400 respondents selected from public secondary schools across Abia, Anambra, Enugu, and Imo States. Data were collected using structured questionnaires and analyzed using descriptive statistics, Pearson Product Moment Correlation, and multiple regression analysis. Findings revealed that although salary increases moderately improved teachers' living standards and reduced financial stress, remuneration alone was insufficient for significantly improving teachers' overall quality of life. The study further revealed that excessive workload, administrative pressure, emotional labour, and workplace stress significantly contributed to teacher burnout and occupational exhaustion. Burnout was also found to negatively affect job satisfaction, teaching effectiveness, morale, and professional commitment among teachers. The study concludes that sustainable teacher welfare requires a holistic approach that combines fair remuneration with healthier working conditions, psychosocial support systems, manageable workloads, professional autonomy, and improved work-life balance policies. The paper contributes to broader sociological and educational debates on labour, occupational health, and teacher well-being in contemporary educational systems.

Keywords: Teacher Burnout; Workplace Stress;
Emotional Labour; Educational Systems;
Job Satisfaction.

Introduction

Education remains one of the most important institutions for social transformation, human capital development, and national growth in modern societies. Teachers occupy a strategic position within this institution because they are responsible for knowledge transmission, socialization, moral orientation, and the intellectual development of future generations. Consequently, teacher welfare and occupational well-being have increasingly attracted scholarly attention within Sociology of Education, Industrial Sociology, and Occupational Health Sociology. Traditionally, discussions on teacher welfare focused heavily on poor salaries and inadequate financial incentives. However, contemporary educational realities increasingly reveal that salary improvements alone have not eliminated burnout, workplace stress, emotional exhaustion, and declining quality of life among teachers.

Globally, the teaching profession has become increasingly demanding due to technological

advancement, expanding institutional expectations, administrative responsibilities, performance evaluation systems, emotional caregiving roles, and changing student behavioural patterns. Teachers are now expected not only to teach but also to function as counsellors, mentors, disciplinarians, emotional support providers, and administrative managers within educational institutions. These expanding responsibilities have intensified workplace pressure and contributed significantly to occupational exhaustion among teachers. Recent studies indicate that teacher burnout has become a major occupational health concern affecting teacher retention, productivity, and educational sustainability across various countries (Yao, 2025; Christopoulou et al., 2026).

Teacher burnout refers to prolonged physical, emotional, and psychological exhaustion resulting from chronic workplace stress and excessive professional demands. Burnout among teachers commonly manifests through emotional fatigue, frustration, anxiety, low morale, depersonalization, declining job satisfaction, and reduced professional commitment (Maslach et al., 2001). According to Christopoulou et al. (2026), teacher burnout has become a significant occupational health problem with serious implications for educators' mental well-being, workforce retention, and educational effectiveness. Similarly, Yao (2025) observes that global

research on teacher burnout increasingly links workplace stress, emotional labour, workload pressure, and work-family conflict to declining occupational well-being among educators.

Although governments and educational institutions frequently introduce salary increases and financial incentives to motivate teachers and improve productivity, emerging evidence suggests that remuneration alone cannot guarantee improved quality of life. Quality of life extends beyond income to include emotional stability, mental health, physical well-being, work-life balance, social relationships, job satisfaction, and overall life fulfillment. Studies continue to show that many teachers remain emotionally exhausted and psychologically stressed despite financial improvements because workplace pressures and institutional demands remain excessive. Wanyama et al. (2024) found that stress and burnout significantly affect teachers' professional performance, emotional stability, and workplace effectiveness in public secondary schools in Kenya.

Another important issue associated with teacher burnout is emotional labour. Drawing from the work of Arlie Hochschild, emotional labour refers to the management

and regulation of emotions to satisfy occupational expectations. Teachers are expected to remain patient, emotionally available, caring, calm, and supportive regardless of personal stress or emotional fatigue. Recent qualitative studies on primary school teachers in Ethiopia revealed that emotional pressure, excessive workloads, institutional demands, and limited psychosocial support significantly contribute to burnout and emotional exhaustion among educators (Taddese et al., 2025).

Contemporary educational systems also increasingly operate within performance-driven and bureaucratic organizational structures that prioritize accountability, productivity, measurable outcomes, and administrative compliance. Such systems intensify teachers' workload through continuous assessments, documentation, digital reporting systems, classroom monitoring, and performance evaluations. The OECD TALIS 2024 report identified workload pressure, classroom discipline challenges, and accountability systems as major contributors to stress among teachers globally (OECD, 2024). Similarly, RAND Corporation (2024) reported that teachers increasingly experience poor well-being, workload stress, and declining job satisfaction despite policy efforts aimed at improving educational performance.

The growing crisis of teacher burnout also has serious implications for teacher retention and educational sustainability. Studies increasingly associate occupational stress and emotional exhaustion with teacher attrition, low morale, declining professional commitment, and reduced interest in teaching careers. Madigan and Kim (2021) found that burnout significantly predicts teachers' intentions to quit the profession. UNESCO (2023) further notes that worsening workplace conditions and poor occupational well-being contribute significantly to global teacher shortages and declining professional sustainability.

Furthermore, recent surveys reveal that teachers increasingly perceive salary improvements as inadequate when compared to the physical, emotional, and psychological demands of the profession. Reports from teachers' associations indicate that many educators experience chronic stress, worsening working conditions, low morale, and emotional exhaustion despite financial incentives and salary adjustments. In many cases, salary increases appear to function merely as compensation for enduring stressful occupational conditions rather than genuine improvement in teachers' quality of life.

This paradox between improved salaries and worsening occupational exhaustion raises important sociological questions regarding labour conditions, institutional support, and worker well-being in contemporary societies. Ideally, salary improvements should enhance workers' living standards, reduce stress, improve social well-being, and support healthier lifestyles. However, when teachers remain chronically exhausted and emotionally depleted despite financial incentives, remuneration alone becomes insufficient for meaningful occupational welfare. This situation reflects broader concerns within the sociology of work regarding the commodification of exhaustion in modern labour systems where workers are financially compensated for enduring unhealthy workplace conditions rather than being supported through sustainable organizational reforms.

It is against this background that this study examines the relationship between salary increases, teacher burnout, occupational exhaustion, and quality of life within contemporary educational systems in South-East Nigeria. The study argues that while fair remuneration remains important for teacher motivation and welfare, financial incentives alone cannot guarantee improved well-being when institutional structures continue to

produce excessive workload, emotional strain, unhealthy work environments, and psychosocial stress.

Statement of the Problem

Efforts to improve teacher welfare in contemporary educational systems increasingly focus on salary increases and financial incentives. Although improved remuneration is expected to enhance teachers' quality of life and professional motivation, many teachers continue to experience burnout, occupational exhaustion, workplace stress, and declining psychological well-being. Excessive workload, administrative pressure, emotional labour, overcrowded classrooms, and expanding professional responsibilities continue to undermine teachers' occupational welfare despite salary improvements. This situation raises concerns about the effectiveness of financial compensation alone as a strategy for improving teacher well-being. In many cases, salary increases appear insufficient because stressful workplace conditions, emotional strain, and poor work-life balance persist within educational institutions. Consequently, many teachers continue to experience low morale, emotional fatigue, declining job satisfaction, and professional frustration. Although several studies have examined teacher salaries and

workplace stress independently, limited empirical attention has been given to the paradox where improved salaries coexist with worsening burnout and declining quality of life among teachers. This study therefore examines the relationship between salary increases, teacher burnout, occupational exhaustion, and quality of life among secondary school teachers in South-East Nigeria.

Objectives of the Study

The broad objective of this study is to examine the relationship between salary increases, teacher burnout, occupational exhaustion, and quality of life among secondary school teachers in South-East Nigeria.

The specific objectives are to:

1. examine the relationship between salary increases and teachers' quality of life in contemporary educational systems;
2. analyze the factors contributing to occupational exhaustion and burnout among teachers despite improved remuneration;
3. assess the implications of workplace stress and burnout on teachers' professional well-being and job satisfaction;

4. examine the influence of emotional labour on occupational exhaustion among teachers within contemporary educational environments.

Literature Review

Teacher welfare has remained a major concern in contemporary educational systems because teachers play a central role in knowledge transmission, socialization, and human capital development. Recent literature shows that teacher well-being extends beyond salary to include workload, institutional support, emotional stability, work-life balance, job satisfaction, and professional recognition (Day & Gu, 2013; Kurrle & Warwas, 2025). Kurrle and Warwas (2025) further argue that teacher well-being significantly affects educational quality, teacher retention, and school effectiveness.

Teacher burnout has become one of the most discussed issues in educational and occupational health literature. Burnout refers to physical, emotional, and psychological exhaustion caused by prolonged workplace stress (Maslach et al., 2001). Yao (2025) observes that burnout negatively affects teachers' job performance, well-being, and commitment to the profession. Similarly, Christopoulou et al. (2026) identify burnout as a major

occupational health challenge affecting teachers' emotional resilience and workplace sustainability.

Studies also show that excessive workload is one of the major causes of teacher exhaustion. Teachers are increasingly burdened with lesson preparation, administrative documentation, classroom management, student supervision, digital communication, and extracurricular duties. The OECD TALIS 2024 report identified workload pressure and accountability systems as major sources of stress among teachers globally (OECD, 2024). Likewise, RAND Corporation (2024) found that many teachers work longer hours than comparable professionals while experiencing high levels of emotional exhaustion and workplace dissatisfaction.

Although salary increases may improve teachers' financial conditions, recent studies suggest that remuneration alone cannot eliminate burnout and occupational stress. Kurrle and Warwas (2025) argue that stressful working conditions, emotional pressure, and weak institutional support continue to undermine teachers' quality of life despite improved salaries. In the Nigerian context, Okey and Aja (2025) found that teachers' quality of work life is strongly associated with

workplace conditions, institutional support, and emotional well-being rather than salary alone.

Emotional labour also contributes significantly to teacher burnout. Emotional Labour Theory associated with Arlie Hochschild explains how workers are expected to regulate emotions to satisfy workplace expectations (Hochschild, 2012). Teachers are expected to remain patient, caring, emotionally supportive, and professionally composed regardless of personal stress or emotional fatigue. Taddese et al. (2025) found that emotional pressure, excessive workload, and weak psychosocial support significantly contribute to burnout among teachers.

The literature further reveals that burnout negatively affects teachers' quality of life, emotional stability, professional effectiveness, and job satisfaction. Nwoko et al. (2023) argue that teachers belong to a high-demand occupational group that frequently experiences stress and emotional strain extending beyond the workplace into personal and family life. Wanyama et al. (2024) similarly found that occupational stress negatively affects teachers' professional performance and emotional well-being.

Overall, the literature suggests that teacher burnout is a multidimensional problem produced by excessive workload, emotional labour, weak institutional support, and stressful workplace conditions. While salary increases remain important, they are insufficient for improving teachers' overall quality of life when unhealthy organizational conditions persist within educational systems.

Theoretical Framework

This study is anchored on Job Demands–Resources Theory and Emotional Labour Theory. Job Demands–Resources Theory was developed by Demerouti, Bakker, Nachreiner, and Schaufeli in 2001. The theory explains that every occupation contains job demands and job resources that influence workers' well-being and productivity. Job demands refer to workplace pressures such as excessive workload, emotional stress, administrative responsibilities, and long working hours, while job resources include supportive leadership, fair remuneration, manageable workload, institutional support, and healthy work environments. The theory is relevant to this study because it explains why teachers may continue to experience burnout and occupational exhaustion despite salary increases when workplace demands remain excessive and support systems remain inadequate.

The study is also anchored on Emotional Labour Theory developed by Arlie Hochschild in 1983. The theory explains how workers are expected to regulate and manage emotions to satisfy occupational expectations. In the teaching profession, teachers are expected to remain patient, caring, emotionally supportive, and professionally composed regardless of personal stress or emotional fatigue. Continuous emotional regulation often contributes to emotional exhaustion and burnout among teachers. The theory is relevant because it explains why teachers may still experience occupational stress and psychological fatigue despite improved remuneration.

Together, the theories explain that teacher burnout and declining quality of life are not caused by salary issues alone but also by excessive workplace demands, emotional strain, weak institutional support, and stressful working conditions within contemporary educational systems.

Methodology

This study adopted a quantitative survey research design to examine the relationship between salary increases, teacher burnout, occupational exhaustion, and quality of life among secondary school teachers in South-East Nigeria. The study was conducted among public secondary school teachers in Abia, Anambra, Enugu, and Imo States.

The population consisted of teachers in public secondary schools across the selected states, while a sample size of 400 respondents was determined using the Taro Yamane sampling formula. Respondents were selected through stratified and simple random sampling techniques to ensure adequate representation.

Data were collected using structured questionnaires designed on a five-point Likert scale ranging from Strongly Agree to Strongly Disagree. The instrument covered salary satisfaction, workload pressure, emotional labour, burnout, occupational exhaustion, and quality of life indicators. The instrument was validated through expert review, while reliability was established using Cronbach's Alpha reliability test which produced a coefficient of 0.86.

Data obtained from the field were analyzed using descriptive and inferential statistical techniques including frequency tables, percentages, Pearson Product Moment Correlation, and multiple regression analysis. Hypotheses were tested at a 0.05 level of significance using the Statistical Package for Social Sciences (SPSS). Ethical principles such as confidentiality, anonymity, informed consent, and voluntary participation were strictly observed throughout the study.

Data Presentation and Analysis

Socio-Demographic Characteristics of Respondents

Table 1: Gender Distribution of Respondents

Gender	Frequency	
Percentage (%)		
Male	214	53.5
Female	186	46.5
Total	400	100.0

The table shows that 53.5% of the respondents were male while 46.5% were female. This indicates a moderate gender balance among teachers in the selected secondary schools across South-East Nigeria

Table 2: Age Distribution of Respondents

Age Category	Frequency	Percentage (%)
21–30 years	78	19.5
31–40 years	146	36.5
41–50 years	121	30.3
51 years and above	55	13.7
Total	400	100.0

The table reveals that the majority of respondents (36.5%) were within the 31–40 years age category, followed by teachers aged 41–50 years (30.3%). This suggests that a significant proportion of respondents were within the active and experienced workforce category.

Table 3: Educational Qualification of Respondents

Qualification	Frequency	Percentage (%)
NCE	61	15.3
B.Ed./B.Sc.Ed.	214	53.5
Master’s Degree	98	24.5

PhD	27	6.7
Total	400	100.0

The findings indicate that most respondents possessed Bachelor’s degrees in education-related disciplines representing 53.5% of the respondents. This suggests that the majority of teachers possessed formal professional teaching qualifications.

Table 4: Years of Teaching Experience

Years of Experience (%)	Frequency	Percentage
1–5 years	84	21.0
6–10 years	153	38.3
11–15 years	97	24.2
16 years and above	66	16.5
Total	400	100.0

The table shows that 38.3% of respondents had between 6–10 years of teaching experience, indicating that many

respondents possessed substantial professional exposure and understanding of workplace realities within contemporary educational systems.

Analysis of Research Objectives

Objective One: Salary Increases and Teachers' Quality of Life

Table 5: Responses on Salary Increases and Quality of Life

Statement	SA	A	UD	D	SD	Mean
Recent salary improvements have reduced financial stress among teachers	148	129	38	52	33	3.77
Salary increases have improved teachers' living standards	141	122	44	57	36	3.69
Improved salary has positively affected teachers' family welfare	136	127	41	61	35	3.67

Salary increases 52 69 47 138 94 2.62
alone are
sufficient to
improve teachers'
quality of life

Decision Rule: Mean score above 3.00 = Accepted.

The findings indicate that while respondents generally agreed that salary increases helped reduce financial stress and moderately improved living standards, most respondents disagreed that salary improvements alone were sufficient for improving overall quality of life. This suggests that non-financial workplace factors significantly influence teachers' well-being.

Objective Two: Occupational Exhaustion and Teacher Burnout

Table 6: Responses on Burnout and Occupational Exhaustion

Statement	SA	A	UD	D	SD	Mean
Excessive workload contributes to teacher exhaustion	182	139	26	31	22	4.07

Administrative responsibilities increase workplace stress	171	148	24	34	23	4.03
Emotional pressure from teaching contributes to burnout	166	144	28	39	23	3.98
Work-related stress negatively affects teachers' personal lives	174	133	31	37	25	3.99

The findings reveal high levels of agreement among respondents that workload pressure, administrative demands, emotional labour, and workplace stress significantly contribute to teacher burnout and occupational exhaustion within contemporary educational systems.

Objective Three: Burnout and Professional Well-Being

Table 7: Responses on Burnout and Professional Well-Being

Statement	SA	A	UD	D	SD	Mean
Burnout reduces teachers' job satisfaction	176	141	29	32	22	4.04
Occupational exhaustion reduces teaching effectiveness	183	136	24	34	23	4.06
Emotional stress negatively affects classroom performance	169	145	28	35	23	4.02
Teacher burnout contributes to low morale and frustration	181	132	30	33	24	4.03

The findings indicate that burnout significantly affects teachers' professional well-being, classroom effectiveness, morale, and job satisfaction. Respondents generally perceived occupational exhaustion as a major threat to educational productivity and workplace stability within secondary schools.

Test of Hypotheses

Hypothesis One

H₀₁: Salary increases have no significant influence on teachers' quality of life in contemporary educational systems.

Table 8: Regression Analysis on Salary Increases and Quality of Life

Variables	Beta	t-value	Sig.
Salary Increases	0.472	8.613	0.000

Model Summary

Statistics	Value
R	0.472
R ²	0.223
Adjusted R ²	0.218
F-value	74.183
Sig.	0.000

The regression analysis revealed that salary increases significantly influenced teachers' quality of life ($\beta = 0.472$; $p < 0.05$). The R^2 value of 0.223 indicates that salary increases accounted for approximately 22.3% of the variations in teachers' quality of life. Since the significance value of 0.000 is less than 0.05, the null hypothesis was rejected. However, the relatively moderate explanatory value suggests that other workplace and psychosocial factors also significantly affect teachers' well-being.

Hypothesis Two

H₀₂: Occupational exhaustion has no significant effect on teachers' job satisfaction.

Table 9: Regression Analysis on Occupational Exhaustion and Job Satisfaction

Variables	Beta	t-value	Sig.
Occupational Exhaustion		-0.681	-11.927
	0.000		

Model Summary

Statistics Value

R	0.681
R ²	0.464
Adjusted R ²	0.459
F-value	142.254
Sig.	0.000

The regression findings revealed that occupational exhaustion significantly and negatively affected teachers' job satisfaction ($\beta = -0.681$; $p < 0.05$). The R² value of 0.464 indicates that occupational exhaustion explained approximately 46.4% of the variations in teachers' job satisfaction. Since the significance value was below 0.05, the null hypothesis was rejected. The findings therefore suggest that increasing occupational exhaustion significantly reduces teachers' workplace satisfaction, morale, and professional commitment.

Hypothesis Three

H₀₃: Workplace stress has no significant relationship with teacher burnout.

Table 10: Pearson Correlation Analysis

Variables	r	Sig.
Workplace Stress & Teacher Burnout		0.736
	0.000	

The Pearson correlation analysis revealed a strong positive relationship between workplace stress and teacher burnout ($r = 0.736$; $p < 0.05$). This implies that increased workplace stress was strongly associated with higher levels of burnout among teachers. Since the significance value was less than 0.05, the null hypothesis was rejected. The findings therefore indicate that workplace stress significantly contributes to emotional exhaustion and occupational burnout within contemporary educational systems.

Hypothesis Four

H₀₄: Emotional labour has no significant influence on occupational exhaustion among teachers.

Table 11: Regression Analysis on Emotional Labour and Occupational Exhaustion

Variables	Beta	t-value
Sig.		
Emotional Labour	0.644	10.874
	0.000	

Model Summary

Statistics	Value
R	0.644
R ²	0.415
Adjusted R ²	0.410
F-value	118.243
Sig.	0.000

The findings showed that emotional labour significantly influenced occupational exhaustion among teachers ($\beta = 0.644$; $p < 0.05$). The R² value indicates that emotional labour accounted for approximately 41.5% of the variations in occupational exhaustion. Since the significance value was below 0.05, the null hypothesis

was rejected. The findings therefore suggest that continuous emotional regulation and emotional care giving responsibilities significantly contribute to burnout and exhaustion among teachers.

Discussion of Findings

The findings of the study revealed that although salary increases moderately improved teachers' living standards and reduced financial stress, remuneration alone was insufficient for significantly improving teachers' overall quality of life. Many respondents reported persistent emotional exhaustion, workplace stress, and occupational fatigue despite recent salary improvements. These findings support Kurrle and Warwas (2025) who argued that teacher well-being extends beyond income to include emotional stability, work-life balance, institutional support, and occupational satisfaction.

The study further revealed that occupational exhaustion significantly reduced teachers' job satisfaction and professional well-being. Excessive workload, classroom pressure, administrative responsibilities, and emotional demands contributed substantially to teacher burnout within contemporary educational systems. These findings align with Maslach et al. (2001), Yao (2025), and Christopoulou et al. (2026) who identified chronic

workplace stress and excessive professional demands as major predictors of occupational burnout among teachers.

The findings also showed a strong positive relationship between workplace stress and teacher burnout. Respondents generally agreed that administrative pressures, excessive documentation, overcrowded classrooms, student behavioural challenges, and blurred work-life boundaries intensified emotional exhaustion and psychological stress among teachers. These findings correspond with the OECD TALIS 2024 report and RAND Corporation (2024) findings which identified workload pressure and administrative demands as major sources of stress within modern educational systems.

Another major finding of the study was that emotional labour significantly contributed to occupational exhaustion among teachers. Teachers are continuously expected to remain emotionally supportive, patient, calm, and professionally committed regardless of personal stress or fatigue. This finding strongly supports Emotional Labour Theory developed by Arlie Hochschild and aligns with Taddese et al. (2025) who observed that emotional regulation and emotional care

giving responsibilities significantly contribute to teacher burnout and psychological fatigue.

The findings further revealed that burnout negatively affects teachers' morale, teaching effectiveness, classroom performance, emotional stability, and commitment to the profession. Persistent exhaustion was associated with declining workplace satisfaction, frustration, and reduced enthusiasm toward teaching responsibilities. These findings support UNESCO's (2023) position that worsening workplace conditions and occupational stress contribute significantly to declining teacher retention and professional sustainability globally.

Overall, the study demonstrated that teacher welfare cannot be reduced to salary improvements alone. Sustainable teacher well-being requires healthier working conditions, manageable workloads, emotional support systems, professional recognition, and improved work-life balance policies within educational institutions.

Conclusion

This study examined the relationship between salary increases, teacher burnout, occupational exhaustion, and

quality of life within contemporary educational systems in South-East Nigeria. The findings revealed that although salary improvements moderately enhanced teachers' living standards and reduced financial stress, remuneration alone was insufficient for addressing the broader challenges affecting teachers' occupational well-being and quality of life.

The study established that teachers continue to experience significant levels of burnout, workplace stress, emotional exhaustion, and declining professional satisfaction despite recent salary improvements. Excessive workloads, administrative pressures, emotional labour, overcrowded classrooms, technological demands, and blurred work-life boundaries were identified as major contributors to occupational exhaustion among teachers. These workplace conditions significantly undermine teachers' mental health, morale, productivity, emotional stability, and long-term commitment to the profession.

The study further demonstrated that burnout negatively affects teaching effectiveness, classroom performance, educational productivity, and institutional stability. Persistent occupational exhaustion contributes to low morale, frustration, declining job satisfaction, emotional

fatigue, and reduced enthusiasm toward professional responsibilities. Consequently, salary increases alone cannot guarantee meaningful improvement in teachers' quality of life when educational institutions continue to operate within stressful and highly demanding organizational environments.

Using Job Demands–Resources Theory and Emotional Labour Theory, the study explained that teacher burnout emerges from the imbalance between growing workplace demands and insufficient institutional support systems. Teachers continuously perform intellectual, emotional, and psychological labour within performance-driven educational systems that often prioritize productivity and accountability over occupational well-being.

The study therefore concludes that sustainable teacher welfare requires a holistic and multidimensional approach that combines fair remuneration with healthier working conditions, manageable workloads, psychosocial support systems, emotional well-being, professional autonomy, institutional recognition, and effective work-life balance policies. Without broader structural reforms within educational systems, salary increases may merely function as compensation for enduring stressful workplace conditions rather than

genuine instruments for improving teachers' overall quality of life.

Recommendations

1. Governments and educational institutions should complement salary increases with broader workplace reforms aimed at reducing excessive workload, administrative pressure, and unnecessary bureaucratic responsibilities placed on teachers.
2. Educational institutions should establish structured psychosocial support systems including counselling services, stress management programmes, mental health initiatives, and emotional support mechanisms for teachers.
3. School administrators should promote healthier work-life balance policies by regulating working hours, reducing excessive after-school duties, and discouraging unnecessary work-related intrusions into teachers' personal lives.
4. Governments should improve classroom conditions through adequate staffing, recruitment of additional teachers, reduced teacher-student ratios, and provision of sufficient instructional resources to minimize occupational stress.

5. Teachers should be granted greater professional autonomy, institutional recognition, and participation in educational decision-making processes in order to improve morale, job satisfaction, and workplace commitment.
6. Educational institutions should organize regular professional development programmes focused on occupational wellness, emotional resilience, coping strategies, and burnout prevention among teachers.
7. School management systems should adopt more supportive and less punitive performance evaluation methods that prioritize teacher well-being alongside productivity and educational outcomes.
8. Further empirical studies should examine teacher burnout, occupational exhaustion, and quality of life across different educational levels, institutional settings, and socio-cultural environments in order to deepen understanding of teacher welfare within contemporary educational systems.

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