
EFFECTS OF TEACHER'S BURNOUT ON STUDENTS' ATTENTION AT HIGHER SECONDARY LEVEL IN KHYBER PAKHTUNKHWA

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Abstract

Teacher's burnout is a serious issue for policymakers and educators across the globe. This study is aimed at investigating the effects of teacher's burnout on students' attention at higher secondary school level in Khyber Pakhtunkhwa which is carried out through descriptive quantitative research design with population of 11515 students of districts Peshawar, Nowshehra and Mardan. Quantitative data was collected from a sample of 373-students through simple random technique. Data was analyzed descriptively through frequency and percentages as well as hypothesis were tested through Pearson's Correlation. The results from descriptive analysis revealed the negative association of teacher's burnout and student's attention at higher secondary level in Khyber Pakhtunkhwa. The inferential analysis has also revealed significant correlation between teachers' burnout and students' attention with 0.687 value of Pearson's correlation co-efficient at $p < 0.01$ level significance. From these findings, it is concluded that teacher's burnout has significant effects on students' retention at higher secondary school level in Khyber Pakhtunkhwa. This study recommends that institutional and administrative support may be provided for the wellbeing of teachers and reducing the effects of teachers' burnout on student's attention.

Keywords: Teacher burnout, learning process, student attention, higher secondary school, Khyber Pakhtunkhwa

Introduction

Teachers are the backbone of educational process (Hoyle, 2025). They work tirelessly and enthusiastically for the attainment of educational goals. The role and responsibilities of teachers are not limited to the teaching-learning process but is also beyond the premises of institutional domain. The involvement of teachers in all domains also makes them vulnerable for physical, spiritual, emotional and psychological stress (Jedoroh & Thitavaddhano, 2022). And the excessive job-related stress led teachers to be fad-up from their professional responsibilities and they become burnout (Montano et al., 2023).

The burning out of teachers from their professional responsibilities is a global concern in educational sphere (Thomas et al., 2024). It is the state of severe exhaustion, emotional degradation and lowering of personal esteem for the chasing of personal goals due to extended level of pressure and stress (Roloff et al., 2022). The exposure of teachers towards prolong stress is badly affecting their personal wellbeing, lowering their quality of teaching and academic achievement of their students (Nwoko et al., 2023).

Teachers face the issue of burnout at all level of education but it is significantly higher at higher secondary school level due to the responsibility of preparation of students for tertiary level of education (Azam et al, 2026) and hence induction of students in different professions and careers. At higher secondary school level, teachers face significant stress due to extended demand of new curricular trends and its right and fast implementation in the form of conducting regular and timely assessments and examinations (Islam et al., 2024), co-curricular activities (Sohaib et al., 2022) along with multiple administrative responsibilities (Khan et al., 2023).

The phenomenon of teachers' burnout has gained attention across the globe in recent era of dynamism. It has stemmed from various reasons in which the increased pressure of accountability, transformation of digital sphere in education and diversification (Gul et al., 2025). Teachers are demanded to give their energies for attaining required performance beyond instructional responsibilities (Jedoroh & Thitavaddhano, 2022). Teachers are also subject to the management of their emotional labor, administration of assigned responsibilities and emotional needs of their fellow-teachers, students and parents (Uy, 2024). The combined effect of all these responsibilities and duties is in the form of severe stress, physical exhaustion and emotional imbalance.

Previous studies have reflected that the burnout of teachers is associated with psychological domain of teachers at personal level at one end (Agyapong et al., 2023; Enachescu, 2025) and institutional and collective issue at the broader level. It poses critical challenges for teachers to deliver their duties for the attainment of educational quality (Razman et al, 2025). The effect of burnout on teachers is on multiple domains in which lowering the enthusiasm, motivation and engagement in classroom activities are included (Enachescu, 2025). It also lowers the productivity, creativity and innovation of teachers due to lowering the level of fulfillment of personal goals and lack of personal esteem for accomplishment of goals (Amer et al, 2022). Burnout teachers are also regarded as incapable in the wake of students' academic performance (Corbeanu et al, 2023). It is also negatively associated with the personality development, confidence building and emotional wellbeing of students (Espinoza-Díaz et al., 2023).

In the elementary and secondary education department of Khyber Pakhtunkhwa, lack of instructional materials, lack of availability of basic facilities and parental pressure and their lack of education are challenges for a teacher add immense stress on him that further lower their productivity. As a result, teachers are subject to burnout and due to its ripple effects, the academic outcome of students lowers. So this research is aimed at the investigation of the effects of teacher's burnout on students' attention at higher secondary school level.

Objective of the study

To investigate the effect of teacher's burnout on students' attention at higher secondary school level in Khyber Pakhtunkhwa.

Research Hypotheses

Ho: There is no effect of teacher's burnout on students' attention at higher secondary school level in Khyber Pakhtunkhwa.

HI: There is significant effect of teacher's burnout on students' attention at higher secondary school level in Khyber Pakhtunkhwa.

Methodology

This study was quantitative in nature for which descriptive quantitative research design was used. The population for this study was all students of 11th and 12th grades of higher secondary schools of elementary and secondary education department districts Peshawar, Nowshehra and Mardan. The population of students in 11th and 12th grades was 11515 at higher secondary school level in the targeted districts. Quantitative data was collected through semi-structured questionnaire from a sample of 373-students by using simple random technique calculated through Raosoft sample calculator. Data was analyzed through descriptive statistics and Pearson's Correlation for finding the effects of teacher's burnout on students' attention. The conduction of this study was made by following all the codal formalities and research ethics.

Data Analysis

Descriptive Analysis

The collected data is analyzed descriptively for finding the effects of teacher's burnout on student's attention in the following manner:

Table No-1 Effect on Student Attention

SN	Statement	SDA	DA	N	A	SA
6	Burned-out teachers find it harder to keep students focused.	30 (8%)	23 (6%)	4 (1%)	115 (31%)	201 (54%)

7	Burnout negatively impacts the quality of lesson delivery.	45 (12%)	43 (11%)	16 (4%)	101 (27%)	168 (46%)
8	Students are less focused when teachers are stressed or tired.	107 (28%)	23 (6%)	10 (3%)	90 (24%)	143 (38%)
9	Burned-out teachers find it harder to engage students.	48 (13%)	37 (10%)	34 (9%)	76 (20%)	178 (48%)
10	Burnout leads to a less engaging classroom environment.	16 (5%)	56 (15%)	10 (3%)	201 (54%)	90 (24%)

The above table presented the effect of teachers' burnout on the level of students' attention. And data showed that 85% responding students revealed that burnout teachers cannot keep students focus and attention towards studies during class. Similarly, a vast majority of students (73%) reported the negative effects of teachers' burnout on the quality of lecture delivery. While 23% students showed disagreement with the statement. A vast majority of students (62%) showed agreement with the statement that showed physical exhaustion affects the concentration and focus of teachers while delivering lesson.

68% students responded that there is a great struggle for burnout teachers for engaging their students in classroom lessons. It indicated that lessons of burnout teachers are less interactive and unattractive for students. Similarly, 78% students reported that the level of engagement of students in classroom lessons is minimum that further affect classroom atmosphere.

Inferential Analysis

The Correlation analysis is carried out for finding the association between teachers' burnout and students' attention and is presented through the below table:

Table No-2 Correlation between Teacher Burnout and Student Attention

Variable	Mean	SD	Burnout	Student Attention
Burnout	68.4	8.32	-	-
Student Attention	71.2	9.15	0.687	-

The correlation presented in the above table reflected the statistically significant correlation between teachers' burnout and students' attention with 0.687 value of Pearson's correlation coefficient at $p < 0.01$ level. It reflected that teachers' burnout is affecting students' attention.

The value of $r=0.687$ with $r^2 = 0.472$ explain 47% of the variation in students' attention by teachers' burnout. This indicates teachers' burnout as a major predictor for students' attention during the classroom's lesson. From this finding, the null hypothesis which stated there is no significant relationship between teacher burnout and attention of students is rejected. And it is concluded that there is a significant relationship between teachers' burnout and students' attention.

Discussion

The present study sought to examine the effects of teacher burnout on the learning process of students at the higher secondary level, particularly focusing on students' attention. The findings of the study provide strong empirical evidence that teacher burnout is a significant issue that affects students' attention and their academic experiences. The rejection of null hypothesis confirms that burnout exists among teachers and has a statistically significant relationship with key dimension of student learning that is student's attention. This finding is aligned with the finding of Daniel, (2020) who showed that teachers' burnout affects students' academic achievement which rooted in worsening the learning processes of students.

Conclusion

This research was aimed to investigate teacher burnout and its influence on the attention of students at higher secondary school level. This study was conducted through descriptive quantitative research design with a sample of 373 students for data collection. From the findings of this study, it is concluded that burnout of teachers at higher secondary school level that has a significant influence of students' attention.

Recommendations

From the finding of this study, it may be recommended that work burden on teachers may be lowered for improving the wellbeing of teachers and hence improving the learning processes of students that include student's retention.

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