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Teacher Burnout: Experiences of Thai Teachers Teaching English Language at a Faith-Based School in Thailand

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Abstract

Aim/Purpose: This study aimed to investigate burnout experienced by Thai nationals who teach English in a faith-based school. The study identified several specific challenges that caused burnout among these English teachers. Additionally, it examined the consequences of burnout on teacher performance, including their effectiveness in the classroom. The study also investigated what support is available for teachers that helped to prevent or reduce burnout.

Introduction/Background: Teacher burnout is a global crisis, with education professionals experiencing higher exhaustion rates than workers in many other fields. In the United States, teacher burnout is 59%, compared to 48% among other professionals. This pattern extends to Asian countries, where teachers in China, Malaysia, and Thailand report significant emotional exhaustion and loss of autonomy. Thai teachers, in particular, struggle with mental health challenges, including depression, anxiety, and stress. This situation is especially challenging for English teachers, who must manage heavy workloads, including class preparation, grading, student behavior supervision, and extracurricular activities. Poor work environments, low morale, insufficient trust among staff, and inadequate communication further exacerbate this burnout. English teachers face the additional challenge of teaching students with varying language skill levels in the same classroom, often without proper training for addressing these differences. The consequences of burnout include lower engagement levels, declines in teaching quality, increased staff turnover, and lower job satisfaction. Consequently, these impacts extend beyond professional performance and affect teachers' physical and emotional well-being, thus ultimately compromising student learning outcomes.

Methodology: The participants were selected based on Creswell's (2013) guidelines, which suggest that phenomenological research should typically involve a sample size of five to 25 participants. Six participants were selected through purposive sampling to ensure that the study included individuals who could provide relevant and valuable insights. Data was collected through phone interviews and Zoom meetings, allowing participants to share their experiences openly and flexibly. The data was analyzed using thematic analysis, which involved coding and interpreting the information provided by each participant. This process allowed researchers to identify repeated patterns, themes, and key points in the responses. Each participant's data was carefully reviewed and coded to capture the essence of their perspectives and experiences.

Findings: The findings revealed that the key challenges contributing to English teacher burnout included student-related issues such as poor attitudes toward learning, disruptive behavior in class, and changes in student learning behavior after the COVID-19 pandemic. Other factors that exacerbated burnout include excessive workloads, lack of support for professional development, and inadequate teaching materials, especially for new teachers who were coping with multiple roles simultaneously. The no-fail grading policy in the Thai education system became another stressor for teachers, as it allows for redoing assignments and retests. This system lowered teacher teaching motivation and student learning commitment. Family responsibilities were another challenge for teachers, especially when balancing schoolwork and duties at home, as this significantly impacted their professional effectiveness. The study also highlighted the negative impacts of teacher burnout

on teacher performance, as evidenced by reduced motivation to teach and a lack of class preparedness. This decline in teacher performance affects student learning, resulting in lower engagement in class. To cope with burnout, teachers opted for peer sharing and spiritual practices, such as prayer and worship group support, which emerged as essential pillars for addressing their emotional well-being.

Contribution/Impact on Society: This study investigated the burnout experienced by Thai nationals who teach English in a faith-based school. Its findings highlighted the challenges that caused teacher burnout, and showed how they affect performance. Additionally, it revealed the support that teachers received. The study gave recommendations to teachers and schools regarding ways for teachers to prevent or reduce burnout and have good well-being in the workplace.

Recommendations: Schools should promote policies focusing on teachers' well-being to address burnout, such as seminars addressing teaching methods and student behavior. School administrators should consider reducing some teachers' workloads and providing counseling services for students and teachers. In collaboration with other schools, efforts should be made to identify suitable and unsuitable textbooks, and to develop teaching materials so that teachers have the necessary resources for teaching.

Research Limitations: This study had several limitations; teacher burnout is a sensitive topic that made participants uncomfortable sharing deep information about their school experiences. Another limitation was the translation of information from Thai to English. The interviews were conducted in Thai to ensure that participants could freely express themselves; however, some nuances might be lost during the translation process, which could affect interpretation of the data.

Future Research: Future studies should use diverse and mixed research methods to understand burnout among English teachers. Additionally, research in Thai faith-based schools should focus on the unique experiences of teachers at various Christian schools. This approach may help to identify culturally relevant interventions to address burnout and improve teacher well-being. By exploring different perspectives and experiences, future studies may provide valuable insights that lead to more effective strategies and support systems for teachers in such settings.

Keywords: *Teacher burnout, faith-based schools, Thailand, English teachers*

Introduction

The term "burnout" describes the exhaustion experienced by human service professionals, and it has become associated with various fields, including education (Vandenberghe & Huberman, 1999). Literature from Maslach & Leiter (1999) and Schaufeli et al. (2017) described three key components of burnout as: (a) emotional exhaustion displayed in a lack of energy and emotional resources, (b) depersonalization described as having an adverse and detached reaction to others, and (c) reduced personal accomplishment manifested in decreased confidence in one's abilities and performance.

Therefore, burnout is a state of chronic stress characterized by physical and emotional exhaustion, poor performance, diminished productivity, and low self-confidence (Maslach, 2003). This condition affects employees in various professions, including teaching. According to Maslach and Jackson (1981), burnout is related to stress from work. It is manifested through symptoms such as emotional detachment and depression, and significantly impairs professional efficacy and overall well-being (Maslach & Leiter, 1999). In this study, it is essential to understand the challenges that are faced by teachers in faith-based schools.

Challenges contributing to burnout are often categorized into three areas: job and role characteristics, organizational characteristics, and personal traits (Cordes & Dougherty, 1993). Job characteristics include interpersonal dynamics and role ambiguity, where conflicting expectations can overwhelm teachers (Mealer et al., 2016). Organizational factors, such as inadequate rewards for performance and an unsupportive work environment, further exacerbate stress (Cho, 2020). Personal

characteristics, including demographic factors like age and teaching experience, also influence susceptibility to burnout, with social support as a buffer against stress (Nayernia & Babayan, 2019).

Background

Globally, teachers suffer from burnout more often than workers in other disciplines. In 2022, a study found that depression in teachers is steadily on the rise, with rates averaging 30.7% (Agyapong et al., 2022). Burnout affected 59% of United States teachers as compared to 48% from other professions. A Chinese study showed that 53% of preschool teachers in urban areas had high levels of emotional exhaustion and depersonalization (Li et al., 2020). Furthermore, one-third of teachers in Malaysia also experienced high burnout levels due to emotional exhaustion and depersonalization (Aeria et al., 2018). Similarly, in Thailand, teachers have faced mental health issues, including depression (3.2%), anxiety (11.2%), and stress (6.0%) (Ratanasiripong et al., 2021).

Several factors that lead to teacher burnout include a poor working or hostile school environment characterized by heavy workloads, low teacher self-efficacy, and the emotional exhaustion of teaching due to a lack of teaching skills (Lopez, 2017). Class-related challenges include the laborious nature of grading papers and the inability to manage challenging student behaviors, resulting in burnout (Gilmour et al., 2022; Miller, 2020). Other factors include the necessity to meet diverse expectations from administration and parents (WeiBenfels et al., 2022), characterized by low morale, lack of trust, and poor communication (Maslach & Leiter, 1997; Skaalvik & Skaalvik, 2007).

Contributing factors to burnout may also include organizational factors such as inadequate administrative support (Tomas, 2019) or insufficient financial rewards. Furthermore, stakeholder interactions and poor social support from colleagues or family can also exacerbate burnout.

English Teacher Burnout

English teachers face challenges like those faced by teachers of other subjects. However, they have the unique problem of inadequate teacher training in teaching English to students with different English skill levels in the same classroom (Cheng, 2022 & Rojburanawong, 2021). For example, some English teachers might struggle with using strategies for engaging both advanced and beginner students simultaneously, which can lead to stress and burnout.

Causes Contributing to Teacher Burnout in Faith-based Schools

Like public schools, various factors contribute to teacher burnout in faith-based schools. Lopez (2017) studied 25 Christian schools and found that personal and professional teacher characteristics were the reasons for teacher burnout. Belay et al. (2023) discovered that job-related stress, teachers' attitudes toward students, teachers' perspectives about their teaching, administrative support, and role ambiguity were some of the factors causing burnout. In addition, teachers in faith-based schools burn out because they do not understand how to implement certain practices. In a study of American Adventist school teachers, Burton et al. (2011) found that the teachers were overly stressed because they were unclear about the school's recommended innovative practices. Another study of 348 secular and Christian teachers about teacher burnout revealed that 22% of public school teachers had burnout, compared to 33% of Christian teachers. The authors concluded that student behavior patterns caused this higher rate of teacher burnout. Male teachers were burned out because of students' inattentiveness, and female teachers were stressed because of students' disrespect (Friedman, 1995).

Consequences of Burnout

Literature reveals the negative consequences of burnout, which include stress, anxiety, emotional exhaustion, and depression. Burned-out teachers experience decreased job satisfaction (Maslach & Leiter, 1997). When a school has a hostile environment, teachers have low morale, resulting in teacher attrition. D'Amiso (2023) indicated that more Catholic teachers exited the teaching profession than

public school teachers. Miller (2018) also acknowledged that public schools and Christian school teachers who were stressed out resigned within the first five years.

Teachers who were burnt out often displayed apathetic attitudes, decreased engagement, and diminished quality of instruction (Zhou & Wen, 2007), along with higher rates of teacher turnover (Skaalvik & Skaalvik, 2007). Teacher burnout affects their emotional and physical health, and negatively impacts students' learning outcomes as well (Rajavithi Hospital, 2024; Schaufeli et al., 2017). Consequently, teacher burnout leads to decreased job satisfaction (Maslach & Leiter, 1997) and absenteeism (Akyol & Demir, 2018), which may result in termination of employment.

Interventions and Strategies

Previous literature suggests strategies for dealing with burnout. These include mentoring, professional development in time management, mindfulness techniques, self-care (Akyol & Demir, 2018; Hoy & Spero, 2005; Skaalvik & Skaalvik, 2007), and workload audits to manage teacher workloads, all of which can improve work satisfaction. Administration can prioritize creating a positive school environment with open communication and collaboration to mitigate teacher burnout. A meta-analysis study across Asia, North America, Africa, and Europe by Agyapong et al. (2023) established 16 types of burnout reduction strategies, including Rational Emotive Behavioral Therapy, Inquiry-based stress reduction, Stress Management and Resiliency Training Cyclic Meditation, Group Sand Play, Progressive Muscle Relaxation, Christian prayer, and reflection among others. It is well-documented that prayer can help alleviate anxiety and provide stability and peace (Koenig, 2013). Suttles (2024) suggested seeking support from social support groups, including support from one's immediate family, school, and the community, and spending time with family members to relieve stress. Those who identify with a community and church receive individual and spiritual support, strengthening a sense of purpose and the need to do better.

The above review integrates existing knowledge on teacher burnout. However, very few studies have dealt with Thai faith-based schools that discuss factors contributing to burnout, the impact of burnout, and how to intervene; this study aimed to fill this research gap.

Purpose of Study and Research Questions

In this study, we explored the burnout experiences of Thai nationals who teach English at faith-based schools in Thailand, identified challenges that cause burnout, and examined the effects of burnout on teaching performance. The following were the research questions for this study:

1. How do teachers define burnout?
2. What causes English teacher burnout at a faith-based school in Thailand?
3. How does burnout affect their work (teaching performance)?
4. What professional and emotional support do English teachers have?

Methodology

Qualitative Research Design

A qualitative descriptive phenomenological research design was used to explore the experiences of Thai English teachers in faith-based schools. The phenomenological approach was chosen for this study to gain insight into participants' lived experiences, and how they perceived these experiences (Alhazmi & Kaufmann, 2022). This phenomenological research design developed by Russell (2006) enables the data to speak for itself without influence by the researcher.

Participant Sampling

Purposive sampling was used to select teachers who could provide in-depth information about teacher burnout, guided by Creswell's (2013) recommendation for phenomenology research sampling of five to 25 participants. As Palinkas et al. (2013) suggested, the criteria for selecting participants included those who had experienced the phenomenon, their availability, and their willingness to participate in the study. The selection criteria were: (a) Thai nationals teaching English as a second

language, and (b) at least two years of teaching experience in the school, with an understanding of the program and organizational system.

Six Thai English teachers from a faith-based high school in Thailand participated. The average teaching experience was 13 years, while ranging from 7 to 23 years. While primarily English teachers, they occasionally taught other subjects.

Data Collection

Data collection was through interviews. The interview protocol was aligned with the research questions; the open-ended semi-structured questions allowed participants to share their perspectives. Participants were contacted by email and phone and asked about their availability. A consent form stating the purpose of the study, duration of the interview, and data handling procedures of the research was sent to each participant. Before the interviews, the participants were informed of their rights to withdraw if they did not want to continue. The interviews were conducted in Thai to ensure that participants could freely express themselves. Each interview was audio recorded, transcribed, and translated into English. The translated transcripts were sent to participants to review and confirm the data accuracy. The data was encrypted for confidentiality, and participants were given pseudonyms to protect their privacy.

Data Analysis

The data analysis began after the first interview. Using inductive coding, the transcripts were read and coded line by line and paragraph by paragraph, looking for patterns within the data. Coding is commonly used to organize data with similar meanings, allowing researchers to identify and categorize the findings into themes (Stuckey, 2015).

To ensure the trustworthiness of findings, the researcher used bracketing to minimize influencing the research results. Reflecting on known biases throughout the data collection and analysis processes helped to inhibit ideas that could muddle the findings. Memos were written to document findings that were surprising or confusing. Participants were allowed to check the data. The findings were peer-reviewed by experts from Asia-Pacific International University.

Findings

The findings are divided into three sections: a brief discussion of the demographics and individual participants' experiences and views of burnout, emergent themes from data analysis, and findings clustered according to the research questions.

Demographics and Views of Burnout

Teacher Ratee has worked at her school for 7 years, teaching Basic English to high school students. She described burnout as emotional and physical exhaustion due to insufficient time to prepare lessons or materials for teaching English. A lack of student motivation and their aggressive behavior intensified her stress. She found support from colleagues and spiritual practices.

Manee, who has 7 years of teaching experience covering Basic English and other subjects, shared her burnout experience, which manifested itself in boredom and fatigue, especially during remote teaching due to COVID-19. She found support from her school community by participating in spiritual practices.

Saifon has worked for 8 years, and perceives burnout as stress, exhaustion, and lack of motivation. Her experience included being overwhelmed by her workload and the challenges of catering to students from diverse backgrounds with varying levels of comprehension. She found relief in spending time with family and sharing experiences with colleagues.

Laila, who has worked for 11 years teaching reading, writing, listening, speaking, and Basic English, viewed burnout as stress and fatigue affecting her health. She juggled multiple responsibilities and faced student challenges. She found support from friends and used prayer to alleviate burnout.

Mongkhon has taught Basic English speaking, listening, and reading to high school students for 20 years. He described burnout as emotional and physical fatigue, manifesting itself in monotonous work that led to disinterest. He faced student challenges, a lack of support, and problems with textbook adaptation. Despite these challenges, he continued teaching out of financial necessity.

Sicha has taught elementary conversation and vocabulary at her school for 23 years. She identified burnout as working with student stubbornness for prolonged periods. Despite these challenges, her love for teaching persisted, driven by the joy of students who could eventually speak English successfully.

The data analysis showed that English teachers defined and viewed burnout through the prism of their stress and emotional exhaustion. Their mental fatigue sometimes led to reduced motivation and, in severe cases, a desire to disengage completely. Additionally, participants viewed burnout as physical exhaustion from extended work periods and repetitive tasks, potentially resulting in health problems over time. However, apart from similarities in defining burnout, the insights gathered from the six participants revealed a wide range of experiences related to teacher burnout.

Emergent Themes

Several themes emerged from the analysis of English teacher burnout in Thailand: Causes of English Teacher Burnout, Impact on Teaching, Social Support, and Motivation to Teach Students.

Causes of English teacher burnout. Several key factors contributing to burnout among English teachers were identified during the data analysis process, with workload and administrative duties being primary concerns. Teachers face overwhelming responsibilities– particularly new teachers who must juggle multiple roles simultaneously. Teacher Mongkhon exemplified this through his experience as "a homeroom teacher" who cares for students, manages their behavior, and reports to the administrator. He further detailed his responsibilities, stating he was "assigned to take care of some extracurricular activities ... to be the head Pathfinder who ... organized the lesson schedule for every teacher." His extracurricular responsibilities contributed significantly to teacher burnout.

Specialized support for teachers was a challenge that emerges from the analysis. One significant area included teaching and learning resources. English textbooks and other resources need to be developed that are relevant for Thai schools. While other departments could access teaching materials locally or from around Asia, English teachers had to prepare their teaching materials, leading to physical exhaustion. Second, textbooks focused heavily on Western cultural references, creating difficulties and making the content irrelevant to students' cultural backgrounds. This cultural disconnect hindered student comprehension and engagement. Teacher Ratee highlighted these resource constraints, stating, "To be honest, we did not have any budget for teaching media" resulting in her having to prepare the media by herself, as she noted, "We had to do it ourselves." Her words underscored the lack of financial resources for teaching materials, leaving teachers to rely on their ingenuity.

The Thai educational system's "no-fail grading" policy became another significant teacher stressor. This policy, which allows unlimited retests and assignment redos, undermined teacher motivation and student commitment to learning. Teacher Saifon highlighted a concerning trend among students who lacked motivation to study and merely aimed to pass tests by "redo[ing] the test to pass ... without gaining ... any knowledge." She expressed her belief that the Thai Government needs to address this issue, as it deters some students from putting sufficient effort into learning.

Balancing family issues and work presented another level of challenge for teachers. The demands of family responsibilities significantly impacted their professional effectiveness, as illustrated by Teacher Laila, who shared her experience of balancing teaching responsibilities with family obligations. She stated, "Besides the work of teaching, I still deal with the whole family, children, and grandchildren; it makes me tired." This overlap between personal and professional responsibilities often increases stress and diminishes teaching quality.

Student attitudes and behavior posed persistent challenges for teachers, particularly regarding negative perceptions towards learning English. Teachers faced resistance to their instructions and claims of teacher bullying when giving feedback. The COVID-19 pandemic exacerbated these issues, leading to increased disinterest and decreased respect for teachers. Teacher Ratee reflected on these challenges, emphasizing that "every child will block their mind of learning English." She highlighted the discouragement that students expressed when they perceive themselves as lacking proficiency in English, noting that they often tell her, "Teacher, I am not good in English." She observed that this sentiment usually led to a disinterest in studying English altogether, and stated, "When they said they are not good at English, they already do not want to study."

Impact on teaching. The impacts of teacher burnout were manifested in various ways, primarily affecting teaching quality. Teachers who experienced burnout often created uninspiring lesson plans, showed reduced student engagement, and demonstrated a diminished ability to provide individualized attention. Teacher Ratee conveyed a sense of resignation regarding her limitations when tired, expressing that she would teach the required material, but left the rest of the learning up to the students themselves, as she stated, "I would teach what I needed to teach, how much you would learn was up to you."

The impact on students was equally significant, resulting in reduced motivation and engagement across all performance levels. Teacher Saifon described the effect of her burnout on student engagement, noting that "sometimes when I feel weary, it affects my relationship with the students. When I lack energy and am unmotivated, my feelings transfer to the students. You can see they feel the same way. They have no enthusiasm for learning." Students perceived the teacher as a passive medium; they also remained as inactive as the teacher. Furthermore, she mentioned that "my stress affected my teaching. My instruction also became boring" for students. Teacher Saifon shared similar experiences, noting that her anxiety and fatigue made her feel "unenergetic in teaching," which impacted her students' experiences. She elaborated, "Because you do not feel energetic and active, it also makes the students feel the same." Teacher Ratee reflected on how her fatigue affected her ability to provide individualized attention, stating, "It made me less likely to monitor the child when I am tired." She observed, "Some children would start to disappear from class; even though they were good at studying, they started to lose interest."

The analysis also showed that students' self-perception made it difficult for English teachers to instruct them. Teacher Ratee faced this challenge. She warned the whole class. However, students who were at "fault ... would complain that ...they did not do anything wrong" and questioned why they needed to be included in the class warning. She reflected on the shifting dynamics of authority and autonomy, noting, "Today's students are not like our times." While few teachers explicitly acknowledged institutional impacts, the effects of burnout on schools were significant. Mongkhon emphasized this: "When evaluating the semester or year level, the teaching was terrible. Anything like this would have lowered the school's score as well."

Social support. Teachers found effective coping mechanisms through colleague support and spiritual practices. The school facilitated this through organized prayer groups and weekly family visits, creating a supportive community environment. Teacher Laila highlighted holding worship services at teachers' houses every Wednesday evening as a significant source of encouragement, stating, "At the teacher's house, there were worship services in each house on Wednesday. This was a very encouraging thing for us." This collaborative approach helped teachers to collectively address challenges while maintaining their well-being.

Motivation to continue teaching. Teachers' motivation to continue in their profession stemmed from two primary sources. The first was financial necessity, which Teacher Mongkhon metaphorically compared to "a pot of rice," implying that he felt trapped or obligated to continue working despite experiencing burnout. The second source was a genuine passion for teaching, exemplified by Teacher

Sicha, who expressed a deep-seated passion for education and a genuine love for her students' growth and development. Despite facing challenges and burnout, her heart remained dedicated to the profession, as she said, "My heart still loves to teach children and wants to see the child's development."

Discussion

The discussion is organized according to the research questions below.

Question 1: How do Teachers Define Burnout?

Through data analysis, English teachers described burnout as stress and mental and physical fatigue due to prolonged work under strict time constraints, leading to emotional exhaustion and diminished motivation, echoing Maslach's definition of burnout (Maslach, 2023). Burnout hampers work effectiveness due to stress and excessive workload, potentially resulting in physical exhaustion. Untreated burnout symptoms can exacerbate or manifest themselves as physical health issues (Mealer et al., 2016). Similarly, Amin et al. (2024) characterized burnout as physical, mental, and emotional exhaustion from workplace stress.

Question 2: What Causes English Teacher Burnout at a Faith-Based School in Thailand?

English teachers faced several challenges that led to burnout at school and home. These challenges included dealing with many responsibilities, misbehaving students, and unmotivated students who did not want to learn English. The Thai educational system presented another challenge, as teachers needed to follow the system while maintaining academic standards. Some of them also faced significant family challenges.

Teacher workload proved particularly challenging for English teachers, extending beyond teaching to include class preparation, grading, student advising, and overseeing extracurricular activities, which can contribute to burnout (Atmaca, 2017). Challenges involving students, administrators, parents, or colleagues also exacerbated burnout, although colleagues' support was noted as beneficial (Cesur, 2021). The primary challenges contributing to burnout among English teachers were attributed to the educational system, which encompasses time constraints, heavy workloads, and management of system changes (Cesur, 2021).

Teachers expressed concerns about the school's insufficient support for English instruction, particularly regarding tailored teaching resources and materials. The absence of specialized support necessitated that teachers independently create all materials, increasing workloads and contributing to physical exhaustion. This highlights Cheng's (2022) assertion that English teacher burnout could be exacerbated by a lack of institutional support, including inadequate financial rewards, insufficient training in student management, and unfavorable workplace conditions.

Teachers raised concerns about the Thai educational system’s no-fail grading policy, which allowed students to pass tests and assignments regardless of their performance, potentially reducing student motivation to study (Brown, 2017; Stefanie, 2024). This approach posed challenges in sustaining student interest and overcoming cultural disparities in textbooks, hindering comprehension and engagement with the material. Brown (2017) noted that this policy mismatched low-performing students with higher-grade curricula, leading to declining performance. Stefanie (2024) highlighted the policy's adverse effects on engaged learners due to the presence of disinterested and disruptive students.

Family challenges emerged as a significant social aspect contributing to English teachers’ experiences with burnout. Prior research has also indicated that teachers contend with family issues while managing school-related difficulties. These familial concerns may spill over into the classroom, impacting the teacher's ability to teach effectively and affecting student learning. Sajid et al.’s (2021) findings revealed that as work-family conflict increased, children's performance decreased.

Student issues emerged as the main challenges causing teacher burnout in faith-based schools. All teachers reported problems with student misbehavior and poor attitudes toward English language

learning. Cheng (2022) also highlighted demotivated and misbehaving students as major predictors of English teacher burnout. Huk et al. (2019) found that student disrespect and inattentiveness predicted teacher emotional exhaustion and depersonalization burnout. The COVID-19 pandemic exacerbated student disengagement, as observed in Bhalla et al.'s (2023) study, where students' reliance on electronic devices led to decreased motivation and poor focus.

Question 3: How Does the Burnout Affect Their Work (Teaching Performance)?

Teacher burnout not only affects teachers, but also significantly impacts students and institutions. It often leads to uninspired lesson plans, decreased classroom engagement, and a lack of follow-up on student's progress, resulting in reduced student learning and performance. Wang (2022) highlighted that burnout contributes to ineffective classroom management and poor academic performance among students. Additionally, students may lose motivation and become less responsible for their studies when they witness their teachers' lack of enthusiasm.

Question 4: What Professional and Emotional Support Do English Teachers Have?

This study underscored the importance of collaborative support systems among teachers to cope with stress and burnout. Sharing concerns with colleagues offers emotional comfort and practical guidance, fostering a supportive atmosphere wherein challenges could be collectively addressed. This finding is aligned with Putri's (2022) research, which emphasized the significant role of support from colleagues or supervisors in reducing teacher burnout. Furthermore, the study revealed the importance of spiritual practices, particularly prayer, in nurturing teachers' well-being in faith-based schools. The school's proactive measures, such as establishing prayer groups and scheduling weekly family visits, enhanced this support network, contributing to teachers' overall mental and emotional resilience.

Conclusion

Various challenges that English teachers face which contribute to burnout are highlighted in this study. These challenges include student attitudes, disruptive behavior, self-perception, and diverse backgrounds. Additionally, teachers struggle with family issues, heavy workloads, and the structure of the Thai educational system.

Teacher burnout can significantly impact the quality of teaching. It often results in uninspiring lesson plans and a lack of classroom engagement, decreasing student learning. Burnout can lead teachers to neglect their duties and underperform, reducing their ability to support and educate students effectively.

Burnout negatively affects teacher performance, student learning, and overall school outcomes. However, colleagues, family, and school support can help mitigate these effects. Despite considering leaving the profession, some teachers have continued to teach due to financial necessity. Teacher burnout in Thai faith-based schools is complex, with multifaceted causes and significant consequences. By addressing contributing factors and implementing effective interventions, schools can create a more supportive and sustainable environment for their teachers.

Limitations of the Study

This study had several limitations. First, teacher burnout is a sensitive topic that involves teachers' individual experiences that are affected by the school. Participants were uncomfortable discussing information that painted a negative picture of their school. Another limitation was the translation of data from Thai to English. The interviews were conducted in Thai, the native language of the participants, to ensure that the teachers could express their thoughts and experiences comfortably and accurately. However, some nuances may have been lost while translating the data into English.

Recommendations

To address the multifaceted issues that cause burnout, schools should develop policies for teachers' well-being, including seminars where teachers discuss problems and how to cope with students' negative behaviors. In addition, administration should reduce teachers' workloads or employ more teachers. Apart from spiritual practices at the school, the administration should provide counseling services for both students and teachers.

Providing appropriate teaching resources is key to effective teaching and learning. Therefore, the school should collaborate with other teachers or schools to solve the problem of foreign textbooks that are unsuitable for the Thai context. Training in developing teaching materials should also be a yearly undertaking to ensure teachers have the necessary resources.

Future studies should consider employing diverse or mixed research methods, which would provide a better understanding of burnout among English teachers. In addition, future research in Thai faith-based schools should explore the specific experiences of teachers at multiple Thai Christian schools to identify culturally relevant interventions.

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