

COVID-19 and Teachers' Somatic Burden, Stress, and Emotional Exhaustion: Examining the Role of Principal Leadership in Pakistan, and Workplace Buoyancy FROM PAKISTAN

Author¹: Nosheen Sabir, Author²: Zakiya Khaleel: Author³: Muhammad Fazeel, Author⁴: Shabbir Hussain

¹Author: Student, Aviation Management, Superior University, Punjab, Pakistan

²Author: Student, Aviation Management, Superior University, Punjab, Pakistan

³Author: Student, Aviation Management, Superior University, Punjab, Pakistan

⁴Author: Supervisor, Aviation Management, Superior University, Punjab, Pakistan

Abstract:

Leadership traits were studied in relation to three teacher outcomes (somatic, change-related, and emotional exhaustion) (autonomy-supportive and autonomy-thwarting leadership). The first round of COVID-19 was held in May 2020, with 325 Australian teachers participating. Student choices in Australia at the time included on-campus and online programmes. Emotional and physical exhaustion, as well as the stress of change, were shown to be minimized by autonomy-supportive leadership, according to a study (while controlling for covariates, including COVID-19 work situation). Leaders who restrict their workers' freedom are more prone to suffer from emotional exhaustion. The outcomes of the research were also influenced by the presence of autonomy-supportive leadership. These findings may be utilized to benefit teachers during future COVID-19 and other educational disruptions.

1. Introduction

In mid-March 2020, the Pakistan government started implementing restrictions designed to stop the spread of a COVID-19 virus. Nearly every industry was impacted, but services and education were particularly hard hit. At all levels of education, students and children have not attended school for a year are being taught through distant learning. Teachers, as well as kids and their families, are put under a lot of pressure because of this. ICT equipment in schools was a major issue for teachers when they had to adapt their teaching technique from conventional to distant learning (Kori et al., 2020). Even if it's been a while, attendance patterns might shift suddenly, placing a great demand on instructors' adaptability (Collie, 2021). Distant learning necessitates higher parental participation, which is something that many parents are uncomfortable with, and as a result, many instructors report encountering

unfavorable views from students' parents or members of the community. Angry parents and kids, on the other hand, the school teachers not putting enough effort when they work from home and teach the students through online platforms (Klapproth et al., 2020).

Even before the COVID-19 epidemic, teaching was considered a challenging profession (Schaufeli et al., 2008). Teachers face a variety of challenges on a daily basis, including time constraints, the need to strike a work-life weighing scale, role conflict (parent vs. teacher), limited self-sufficiency, heavy organizational responsibilities, problematic collaboration with colleagues as well as the director, supervision inventions, emotional issues, anxiety about behind control of the class, anxiety about valuation, and poor staff self-esteem (Mercer & Gregersen, 2020). Disorientated pupils anticipating the negative implications of distance wisdom on poor theoretical performance; overworked parents; as well as the interdependencies of these three aspects are all stresses that come from the present pandemic scenario, according to Petrie (2020). Female Pakistani public school teachers were studied by Loziak et al. Examined. (2020) COVID 19 pandemic. The greatest source of fear for study participants was that they were underestimated by their employers, and they had to spend excessive preparation and unplanned time in addition to the time already planned. It was that.

A person's life suffers when they are under a lot of stress all the time. Burnout or boredom are two terms used to describe the effects of persistently high levels of work-related stress (Makasheva et al., 2016). Research on high school teachers during in the COVID-19 epidemic attempted to evaluate the association among burnout syndrome and boredom syndrome. Secondary schools serve as a bridge between the years of elementary and middle school and the years of high school and college. In elementary school, the presence and engagement of a parent is crucial, but in university, the students alone are mostly accountable for their own study performance and outcomes. When it comes to pupils in secondary school, parents no longer have to be in charge of their children's academic achievement, but they are not yet independent enough to free themselves from the impact of teachers. It's possible that secondary school instructors are under more stress because of this, which might lead to negative impacts like boredom and burnout.

1.1 Burnout Disease and bore out Syndrome

There is a direct correlation between job performance and burnout syndrome. According to Barnett & Flores (2016), students might suffer from burnout since both employment and education make demands on their time and energy. The psychological condition of emotional weariness, depersonalization, and decreased self-accomplishment known as burnout primarily affects professionals who interact with coworkers on a daily basis (Maslach & Leiter, 2017). Over time, certain reports have arisen indicating that this phenomena is no longer exclusive to the helping professions, but may be seen in a variety of different fields. To put it another way, the updated concept of burnout syndrome is based on symptoms that arise in the framework of unresolved job stress (Maslach et al., 2001). As the most crucial sign of burnout syndrome, emotional fatigue refers to the experience of weariness of one's emotive energy, which may foretell many of the negative health effects that stress can produce. Emotional weariness may lead to depersonalization, which is defined as an emotional cut off from work. When someone has a low opinion of their own job performances and the general importance of their job, they are said to have "reduced personal achievement from work" (Leiter et al., 2014).

2. Literature review:

Boredom syndrome is typically connected with office employment, such as in companies, much as burnout syndrome is with helping professions (Rozvadsk-Gugová & Heretik, 2011). According to Moris and Nedosugova (2019), bore out syndrome is more common among employees who are expected to live up to the expectations of others and are afraid of such expectations. Changing stimuli, as well as highly educated employees who require a steady supply of challenges, are also necessary for people. The job description includes a number of risk factors, such as a lack of variety in work activities or the achievement of long-term objectives. Bore out syndrome has three basic components, according to Rothlin and Werder (2011): inexperience, which occurs when a worker can perform so much Responsibility for work because he currently has them; indifferent to the work done. Being monotonous, employees lose joy in their work and feel helpless because they don't know what to do There are three characteristics of boredom syndrome, according to Stock (2013): a crisis of meaning in work (perceived senselessness), monotonous labor (poor stimulation), and restricted career progression (lack of wisdom& self-development opportunities).

Authors such as Lovaová & Jungová (2018), Rothlin & Werder (2014), and Brnula & Mokrácsová (2013) have examined the association between these two factors. Bore out is the reverse of burnout, according to Rothlin & Werder (2014). There are significant similarities between the two disorders, according to several other researchers. Anxiety, stress, low self-esteem, lack of motivation, and physical exhaustion are all symptoms of burnout and boredom syndrome, and they all have an impact on one's cognitive (lack of focus) and emotional well-being (loss of faith in one's own abilities), as well as one's physical well-being (dizziness, nausea, vomiting), as well as one's behavior (nonattendance, job change).

It is the cause of stress that differentiates among burnout and bore out syndrome. The cause of stress in burnout is excessive staff overload, but in bore out, the tension comes from under loading. Burnout syndrome also is related with the anxiety that an employee's wasteful labor may be discovered. While tiredness from a high quantity of labor is unpleasant, boredom in the job is preferable (Rozvadsk-Gugová & Heretik, 2011).

Several studies have shown a link between the two disorders, including Brnul and Mokrácsová (2013) as well as Campagne (2012) (as referenced in Lovaová & Jungová, 2018). According to the authors cited, boredom may lead to disappointment, which is a negative factor in the development the burnout syndrome, and boredom can be a precursor to burnout. They can't rule out the chance of both disorders occurring at the same time, though.

2.2 Burnout and Boreout in Teaching Profession

These days, one of the most at-risk professions for burnout is teaching (Schaufeli et al., 2008). Teachers who work in high-pressure environments for an extended period of time may develop a syndrome known as Sears et al. (2000)'s syndrome of long-term stress. Students, coworkers, and parents notice a teacher's lack of interest in their children when their performance suffers, and this may have a lasting bad effect on everyone they come into touch with (Baran et al., 2010). Specifically, Van Horn et al. (1997) recognized burnout in teachers as a major occupational danger. Teachers' stress levels, according to Travers and Cooper (1993), were much greater than the average occupational stress of other helping occupations.

A teacher's vulnerability to burnout may be divided into two categories: one is personality-related, and the other is context-related. An individual's qualities, self-efficacy perceptions, sense of meaning in life, and ability to think constructively are some of the personality factors that have been examined in various research (Baran et al., 2010; Loonstra et al., 2009). Among the results presented by Aloe and colleagues in 2014, they found that new teachers are more likely to suffer burnout than their older counterparts, and high school teachers are more likely to experience burnout than their complements in elementary schools. Informative system, quality of education institutions, work load and other variables such as time pressure and working circumstances are examples of contextual factors. Also included are student learning challenges and huge classrooms (Aloe et al., 2014; Baran et al., 2010; Fiorili et al., 2015; Loonstra et al., 2009). A teacher's absences may have a direct influence on their pupils' grades, and they may also be punished more severely or lose interest in them altogether if they suffer from teacher burnout syndrome (Aloe et al., 2014).

According to studies, even those in the education sector, which we categorise as a "helping job," are subject to ennui. As a result of the aforesaid, there will still be few resources that address the topic of bore out syndrome as well as the teaching field. Ennui in the classroom may be caused by a number of circumstances, according to Rogozinsky (2018). Boredom will set in for a teacher after a while if they've been at it for a while. Teaching the same topic, degree, and course might be very confusing. Because teachers are among the few professions with a well-established method of functioning, this is the case. They deal with same academic content year after year and encounter just a few minor modifications.

Keller et al. examined instructors' boredom (2014). About a quarter of the time, instructors said that they were bored while instructing in the classroom in this study. It's important to look into this phenomenon more since it contradicts the active role that teachers must play in the classroom, as boredom is often considered a mental state of low encouragement& deactivation. Boredom in the classroom is still frowned upon, but students are increasingly taking an active part in their education, while the instructor is expected to play a more passive one. Sohail et al. (2010) observed the effects of sex and age on teacher boredom in higher education. Findings from this study show that older people are more likely to experience boredom, which supports the idea that long-lasting practice is connected with a lack of diversity and less contented change, which leads to boredom (Lovaová & Jungova, 2018). Sohail et al. (2010) found no link between boredom & gender, while a new study by Vodanovich et al. (2011) found that males are more likely than women to become bored easily.

During first wave of a COVID-19 epidemic, a sample of high school instructors was assessed for signs of burnout and boredom. The following sub-goals were established:

Teachers from career and general schools as well as sex differences in facing burnout and boredom were surveyed during COVID-19 in an effort to regulate the level of exhaustion syndrome and burnout symptoms among secondary school teachers, as well as the relationships between these two syndromes.

3. Methodology

3.1 Research Design

This quantitative research used a correlational study approach (Pallant, 2011) to explore the linear relationship between two variables, burnout illness and bore out syndrome. To be fair, it focused on comparing two or more groups with respect to a certain set of variables.

3.2 Population and Sampling

Convenience and deliberate sampling procedures have to be used due to the outbreak. There were 214 participants (Mage = 46.9; SD = 11.2) who were Pakistani secondary school teachers ranging in age from 25 to 73. 24.7 percent of those polled were males, while 75.3 percent of those polled (N = 161) were females, aged 25 to 73 years old. (Mage = 47.3; SD = 10.8). With an average tenure of 19.5 years (SD = 10.2), instructors at technical schools accounted for 49% of participants, while those at general schools accounted for 51% with an average of 18.4 years of service (SD = 12). There was a wide range of practice time (zero to 45 years), with an average of 18.9 years...

3.3 Data Collection

Data was gathered using a variety of means, including three different types of questionnaires: a sociodemographic survey, the Maslach Burnout Inventory, and a bore out Scale, which was a modified version of the original.

Age, gender, type of school (vocational/general), and duration of practice are all included in sociodemographic data. It's called the Maslach Burnout Inventory (MBI) - HSS (Ráczová & Köverová, 2020). Pakistan translation of the original MBI-Human Services Survey questionnaire (Maslach & Jackson, 1981). Depersonalization - DP (five items) Personal achievement - PA (eight items) and emotional fatigue -EE (nine) are the three subscales that make up the 22-item scale. There are seven possible responses, and each one corresponds to a different point on the respondent sign's 7-point scale (0 being never, 1 being several times a year, 3 being only once a month, 4 being weekly, 5 being several times a week, and 6 being daily). This scale indicates how often the signs posited in each item occur. There are reverse-coded items in Personal Accomplishment. All the points a responder has recorded on each subscale are added together to get a final score. All subscales have a minimum score of 0 and a maximum score of 36 for emotional weariness, 30 for depersonalization, and 48 for personal achievement. The Cronbach alpha coefficient showed the following values for scale internal consistency: ee = 0,903; pa = 0,624; DP = 0,883. Boorishness index (BOI) (Rothlin & Werder, 2014). A 10-item scale asks the responder whether or not he or she "feels idle and bored during work." For this study, we used a 6-point Likert scale instead of a binary answer scale to gauge how much the participants agreed or disagreed with statements on workplace ennui (1 = I don't feel it at all; 6 = I still experience). It is the aggregate of the points that the responder has marked that determines their ultimate score. The lowest possible score is 6 and the highest possible is 60. The Cronbach alpha coefficient was used to determine the scales' internal constancy.

Electronic versions of the surveys were sent to respondents between March 2020 and April 2020 using the Google Docs-Form programmer. In the beginning, principals of secondary schools are requested to partake in the research. After agreeing, they were asked to distribute a link to the survey to the trainers via email or other means.

Survey participants were told that their responses were voluntary and that their information would only be used for this study. All of the people that took the survey agreed to take part.

4. Data Analysis

The dataset had no errors or omissions. Using the Kolmogorov-Smirnov test, we found that the data were normally scattered ($p > 0.05$). The skewness of the data dispersal were not found to surpass the criteria of ≥ 1 using descriptive indicators. Cronbach's alpha (Cronbach) was used to assess the internal constancy of the data. Other descriptive markers were used to characterize the data that was gathered (mean, standard deviation). Pearson's correlation coefficient was used to examine correlations between variables. T-tests for independent samples were used to examine statistical differences. Analysis of the obtained data was done using Spss Statistics 21.

5. Results

There were a number of analyses carried out in order to meet the study's primary goal of examining burnout and boredom in high school instructors during 1st wave of the COVID-19 epidemic.

Teachers are more likely to suffer from stress and boredom than the general population. To estimate the extent of burnout and boredom syndrome among high school instructors during 1st wave of a COVID-19 pandemic, qualitative analysis (Table 1) was done.

Table 1

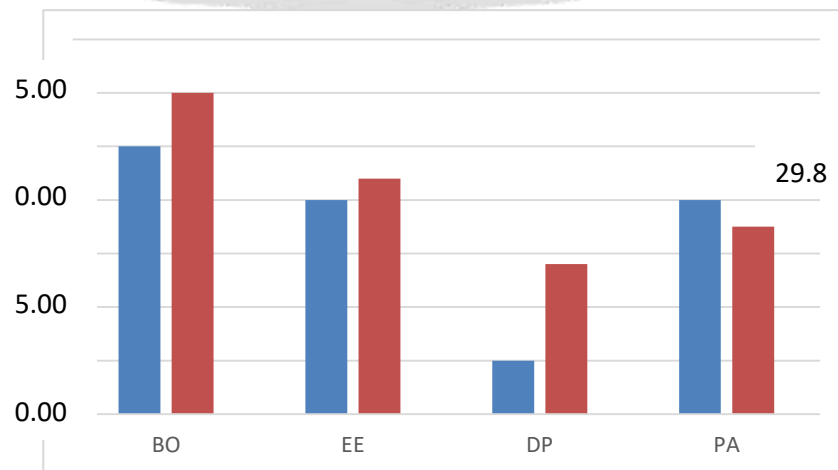
Descriptive statistics of MBI - HSS and BO, 2020

	M	Me	SD	Min	Max
BO	23.2	22	4.72	13	42
EE	17.1	15	10.4	0	43
DP	2.68	2	2.97	0	11
PA	29.8	34	12.5	5	48

BO = boredom; EE = emotional fatigue; DP = depersonalization; PA = personal achievement; M=mean; ME median; SD = standard deviation.

This study's conclusions reveal that during the first lockdown, teachers exhibited no signs or symptoms associated with any of the disorders investigated. These findings are encouraging, given the wide range of possible scores on each scale. There was an average of 27.5 on the bore out Scale, but only 23.20 in our sample, showing that our respondents were not bored. The median score for emotional weariness, a subscale, was 17.10, with an average of 18.5. There is some evidence to show that instructors did not experience emotional exhaustion during the initial lockdown, although this is a questionable outcome. The average value in depersonalization is 15.5; however the respondents obtained a scale score of 2.68. It seems that teachers have achieved a high degree of personal success, as seen by their median score of 29.8, which is higher than the average scale value of 24.5. To make things clearer, the findings are shown in Figure 1.

Figure 1 MBI – HSS and BO



Emotional weariness, depersonalization and personal achievement are some of the symptoms of Maslach Burnout Inventory – Human Services Survey (MBI-HSS).

Next, we separated the instructors into groups based on where they work. Teachers in ordinary secondary schools and in technical secondary schools were almost evenly split amongst each other. During the initial wave of the COVID-19 epidemic, this was a fair assumption for comparing the two groups of instructors in terms of burnout and boredom syndrome. If instructors in general schools are more emotionally exhausted and depersonalized, we predicted that vocational school teachers would be more demoralized.

Secondary vocational school instructors, according to descriptive indicators (Table 2), are less likely than secondary public school teachers to have attained a bore out average value that is also lower than the feasible average value (27.5). However, the degree of bore out syndrome among instructors from various secondary schools was not statistically significant. Compared to instructors in secondary vocational schools, teachers in secondary general schools were more emotionally exhausted. Their mean result was considerably closer to the scale's average value (18.5). We may infer from the above that wide-ranging education instructors were more expressively depleted, but further testing failed to substantiate this hypothesis. Teachers from both kinds of schools performed much worse than the average value in terms of depersonalization (15.5). Teachers from occupational high schools performed somewhat better than those from regular high schools, but the difference was not statistically important at the high school level. The outcome in terms of personal achievement is fairly unexpected. As seen by testing, descriptive indications imply that there are very minor disparities between instructors from the two kinds of schools. Although the average scale value is greater than the average of the responses, this is unexpected (27.5)

Table 2
T-test for independent samples – school type differences

	School	N	M	Me	SD	Min	Max	<i>t</i>	<i>p</i>	<i>d</i>
BO	V	105	23	22	4.71	13	42	-0.694	0.488	-0.095
	G	109	23.5	22	4.75	15	36			
EE	V	105	16.3	15	9.46	0	41	-1.202	0.231	-0.164
	G	109	18	17	11.2	0	43			
DP	V	105	2.7	2	3.04	0	11	0.085	0.932	0.012
	G	109	2.66	1	2.91	0	11			
PA	V	105	29.6	33	12.2	5	47	-0.207	0.836	-0.028
	G	109	30	35	12.7	500	48			

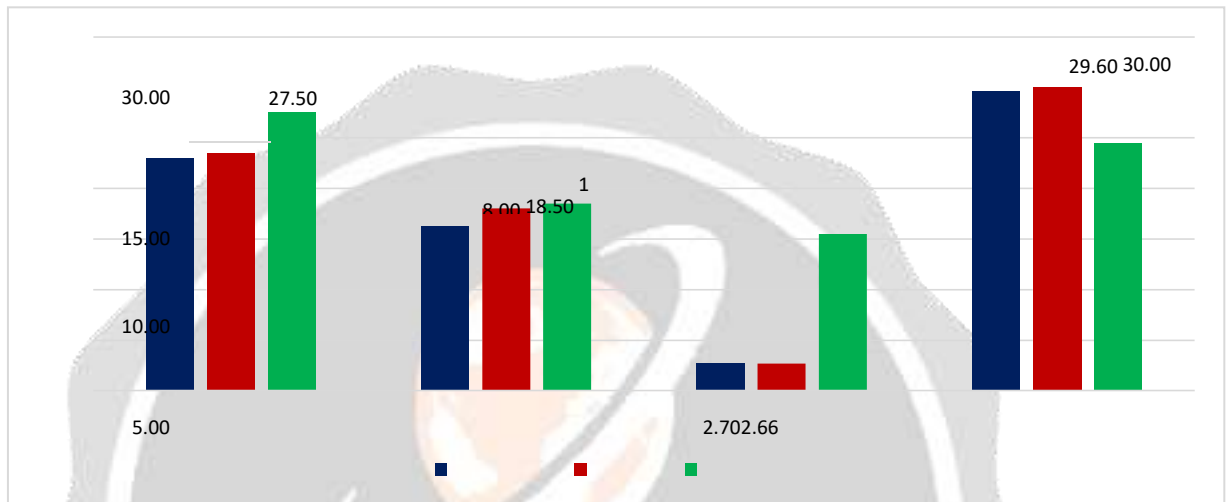
BO=bore out syndrome; EE=emotional exhaustion; DP=depersonalization; PA=personal accomplishment; V=vocational high school; G=general high school

Vocational teachers and regular secondary school teachers both experienced the 1st lockdown with similar levels of exhaustion and boredom, according to these findings. Figure 2 depicts the findings for your perusal and comprehension.

The sample of instructors was then separated based on gender. There was a noticeable variance in the number of male & female instructors. Teachers are still seen as being mostly female, hence this number represents the actual gender balance in the profession (Wilbourne & Kee, 2010).Nevertheless, during first wave of a COVID-19 epidemic, and we looked to see whether there were any variations in burnout and boredom between the two sets of instructors. We hypothesized that males would be more likely to suffer from boredom syndrome, whereas women would be more likely to suffer from burnout. There is no variance in the mean bore out value between men &

women, and these values are also lower than the potential mean scale value (Table 3). (27.5). Tests did not reveal a difference in bore out syndrome levels between men and women that was statistically significant. However, the average emotional weariness of women was greater than that of males. Their mean result was considerably closer to the scale's average average value (18.5). We may infer that women were much more emotionally fatigued than males based on the above-mentioned data. Furthermore, testing proved this to be true. In contrast, males performed higher than women in depersonalization, although the average value was still lower than the men's scores (15.5).

Figure 2
MBI – HSS and BO – school type



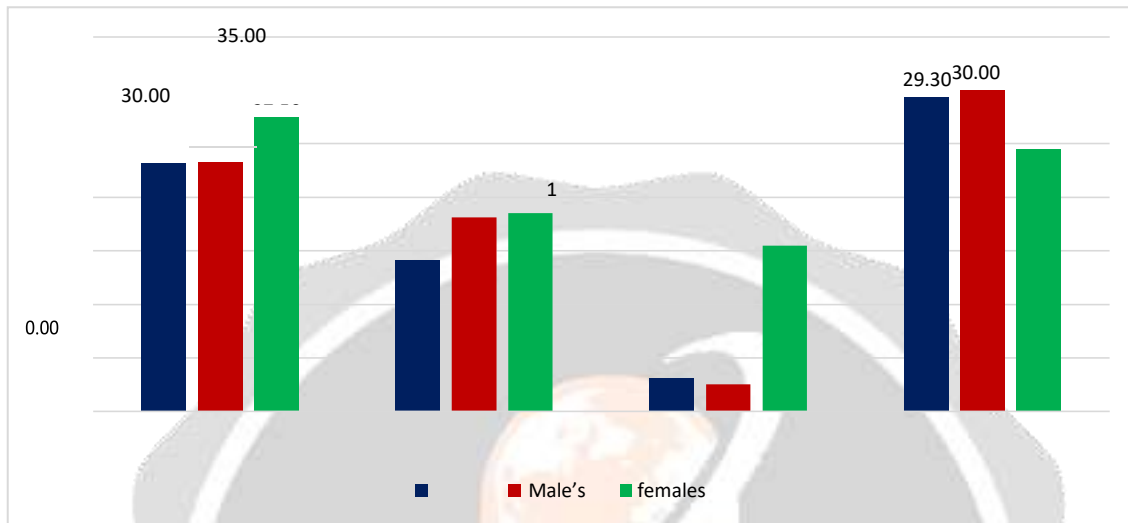
Emotional weariness, depersonalization and personal achievement are some of the symptoms of Maslach Burnout Inventory – Human Services Survey (MBI-HSS).

There was no significant difference between groups in depersonalization, despite the predicted variances. As shown by testing, there are relatively little variations among men and women when it comes to the personal achievement subscale. The average scale value is lower than the average attained value of the respondents (27.5).

Table 3
T-test for independent samples – gender differences

	Gender	N	M	Me	SD	Min	Max	t	p	d
BO	Male	53	23.2	23	4.71	13	35	-0.034	0.97	-0.005
	Female	161	23.3	22	4.75	15	42			
EE	Male	53	14.2	12	10.4	0	43	-2.406	0.017*	-0.381
	Female	161	18.1	17	10.2	0	43			
DP	Male	53	3.15	3	3	0	11	1.34	0.18	0.212
	Female	161	2.52	1	2.95	0	11			
PA	Male	53	29.3	35	13.6	7	48	-0.334	0.739	-0.028
	Female	161	30	34	12.1	5	48			

BO=bore out syndrome; EE=emotional exhaustion; DP=depersonalization; PA=personal accomplishment

Figure 3 MBI HSS and BO gender

MBI – HSS = Maslach Burnout Inventory - Human Services Survey; BO=bore out syndrome; EE=emotional exhaustion; DP=depersonalization; PA=personal accomplishment

In terms of emotional weariness, male and female instructors had distinct experiences at the start of the first lockdown. Despite these differences, neither group had a significant degree of burnout or boredom syndrome. Teachers, on the other hand, although showing indications of emotional tiredness, were able to achieve personal success. Figure 3 illustrates the findings in further detail.

Other objectives included assessing the association among bore out syndrome, burnout syndrome, age and practice time. There is a strong correlation among weariness and depersonalization & burnout and boredom, which we thought to be important.

6. Discussion

In this research, a group of high school teachers were put on lockdown during 1st wave of the COVID-19 epidemic, and two unfavorable occurrences linked with their job were examined (March 2020). Several factors contribute to the research's specificity. Sample selection is the first step. Due to the fact that teaching is based on both theory and practice in secondary schools (particularly in secondary vocational schools), teachers were selected. Schools at any and all levels were shut down as part of the shutdown in Pakistani. The condition in high schools did not improve in a year, and pupils only spent 1.5 months in class each year (September - middle October2020). Teachers are put under a lot of stress since they have to educate from a distance. Secondary school students aren't yet as self-reliant as college students, thus instructors bear the brunt of the burden for their students' educational success. High school students are much less reliant on parental assistance than their primary school counterparts, who may not grasp the exact substance of the given subject because they are, for example, specialists in an entirely other topic. Secondary school instructors can't even count on the assistance of parents. As a result, their mental health & performance are held to very high standards. The setting in which the study was conducted is the second distinctive aspect of the study. But the condition of COVID-19 is brand new when it comes to looking at the connection between burnout and boredom (Brnul & Mokrálóva, 2013; Lovaov & Jungová, 2018; Rothlin & Werder, 2014). Modern Europe as well as the Western world has never encountered a scenario like this before. Nobody knew how long that situation would be serious at the time of the initial lock down. However, in light of the current

scenario, research is increasingly focusing on issues like as burnout, coping, stress, work-life balance, and job performance during a pandemic (Mercer & Gregersen, 2020; Loziak et al., 2020).

7. Conclusion

During first wave of the COVID-19 epidemic, this study explored the experiences of high school teachers who were subjected to tight government regulations. Burnout and boredom syndromes are two of the most harmful job-related illnesses, according to researchers. A surprising lack of emotional weariness and depersonalization, as well as a strong sense of personal success, were found in the research. The predicted amount of boredom syndrome was detected. There have been no significant differences observed between instructors from various school types, despite original predictions based on developing concerns of students & practical focus of the education process in vocational schools. Emotional weariness was also not proven to be a gender-specific trait. Females fared much better than their male counterparts. Boredom and emotional tiredness were shown to have strong positive correlations, which was consistent with our expectations based on previous research. Personal achievement, on the other hand, had just a weak and insignificant connection.

In addition, there are limits to this investigation. This epidemic of COVID-19 cannot be extrapolated to other situations. During the initial lockdown of the pandemic, instructors had no idea what was in store for them. As a result, such studies should be carried out every year. Parents, as well as the general public, are drained as a result of the pandemic's unpredictability. There were no instructors from any other sort of higher school in our sample. There were no instructors from the secondary schools of medicine or the armed services in attendance. This might lead to problems with translating, resulting in poorer reliability coefficients, as could the use of the accepted questionnaire versions. However, for a few objects, Cronbach's alpha values of approximately 0.50 are also adequate for evaluation purposes (Field, 2016).

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