



# Pre-school Teachers' Burnout: Examining the Relation to the Quality of Student-Teacher Interaction

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**Abstract.** Educators play the most crucial role in children's academic formation and social and emotional development. Teachers often face stress and challenges, which make them prone to burnout. High levels of burnout cause severe damage to children's development and learning achievement and can damage relationships between teachers, children, and parents. This study examines teacher burnout's effect on student-teacher interaction quality. To measure the impact of fatigue on the quality of interaction among 99 early childhood educators ranging in age from above 30 to under 30, with teaching experience ranging from less than ten years to more than ten years, using SPSS 25 regression. The results showed a calculated F value of 107,558 with a significance level of  $0.00 < 0.05$ . It was concluded that the teacher burnout variable affected the quality of learning interactions in the classroom. The results of this study emphasize the importance of teachers' pedagogical well-being for the quality of their interaction with the student.

**Keywords:** Preschool · Relation · Teacher Interaction

## 1 Introduction

Teaching may be incredibly stressful and requires high social and mental strength [1]. Being a teacher is exceedingly complex, and not bringing homework, going to school early, and coming home late [2], teachers face various visible and hidden responsibilities and activities that must be carried out—completed within a certain period [3], which can increase demands often resulting in teachers experiencing burnout. Returning to the classroom as a teacher can make teachers feel afraid, anxious, or anxious [4]. This is a sense of helplessness and lack of enthusiasm to teach and create a pleasant school environment.

In Indonesia, the number of teachers experiencing work-related stress is increasing by about 28% annually [5]. This implies that many Indonesian teachers are at risk of burnout. Burnout is expensive, both personally and professionally, because it affects the ability of teachers to excel, resulting in a decrease in the quality and health of teachers' work [6]. Burnout is a psychological condition characterized by emotional exhaustion,

depersonalization, and decreased personal achievement [7]. Emotions among teachers have an essential role in the teaching and learning process. Teaching requires the most emotional involvement, and kindergarten teachers are no exception [8]. Kindergarten teachers must be patient and enthusiastic about working with children who are not physically or mentally mature [8, 9]. Fatigue can be a severe side effect of this emotional effort.

Teachers often emphasize the psychological and emotional work required to engage effectively with children as a cause of stress and burnout, which has been linked to their negativity and discharge during classroom activities [10]. As a result, emotional exhaustion can negatively impact both teachers and students in the classroom. Teachers with the highest levels of stress and burnout also have the most behavioral problems in their classrooms, and teachers with burnout may be contributing to teacher problems controlling their classrooms [11]. Many variables can cause teacher burnout. The teachers' school environment, opinions on their abilities, lack of administrative support, personal life events, and interactions with the children in their classrooms are some of these problems [12].

As a kindergarten teacher who is always in touch with children, his role is not limited to teaching and conveying information to children, but instead has a role with various aspects and characteristics as a role in developing the educational process because kindergarten teachers are responsible for all that. Children learn in addition to guiding their children's development in the acute stages of their lives. As the role in developing the educational process as a kindergarten teacher is constantly in touch with children, this stage begins with planning and progress through implementation, evaluation, and review [13]. Being an early educator means being a responsive caregiver, a good listener, observer, actor, and topic expert, the job of an early educator, is to be a good listener, observer, actor, and content expert. Fulfilling these tasks and managing the emotions accompanying them can be very stressful for early educators, especially if they need the proper training and support [14]. Another Chinese study classifies the emotion regulation of preschool educators as having a long duration, high intensity, and wide range of emotional interactions [15]. As seen above, a kindergarten teacher faces a lot of psychological stress, which can lead to psychological burnout [16].

Study findings [10] showed that teachers' emotional exhaustion was not related to the amount or complexity of teaching. However, more emotionally exhausted teachers interacted less with students in their classrooms. Teachers may be overwhelmed by work-related stress, which can increase the emotions of work-related fatigue and decrease teaching performance in the school [17]. When teachers are overworked, they may subconsciously treat students as less essential and reflect inappropriately negative influences [18, 19]. Teachers with burnout may be too emotionally exhausted to build intimate bonds with their students, failing to act as role models and interact with them effectively [20]. Children may be bored with learning or not motivated to participate in classroom activities where teachers are generally exhausted because their teacher lacks the energy or enthusiasm to encourage their learning or because children feel the teacher lacks confidence in their teaching [21]. Therefore, based on this background, this study chose to examine whether teacher burnout affects the quality of interaction between the teacher and student. The urgency of early childhood education regarding teacher

burnout is very influential on the communication teachers in the classroom will carry out, considering the quality of interaction in the school is needed and essential for early childhood.

## 2 Method

### 2.1 Research Design

This study aims to identify the effect of burnout on the quality of interactions that occur during classroom learning. In addition, to determine whether there is a difference in burnout according to the age and length of the teacher's teaching. This study uses the type of research used in quantitative regression.

### 2.2 Participant

In this study, a sample of 99 kindergarten teachers in Surabaya was used. For age, 54% included the age above 30 years, and 46% had the age under 30 years. In addition to the age factor, it also looks at the length of teachers' teaching, where 42% enter the teaching period above ten years while 58% enter below ten years.

### 2.3 Peng Size

In this study, the scale of the questionnaire was translated from English to Indonesian by linguists, and factor analysis was carried out as follows:

#### a. Burnout Teacher

This study uses the Maslach Burnout Inventory, which discusses emotional exhaustion, depersonalization, and lack of achievement in oneself caused by work conditions, individual factors, and social roles. There are 24 items used, namely:

- 1) Physical Aspects Emotional exhaustion factor with 9-item questions such as "I feel spiritually tired with my work."
- 2) Factor depersonalization with five questions: "I feel frustrated with my work."
- 3) Eight-question items measure individual achievement factors: "I can understand my students' feelings."

The 9-item questions in the emotional examination are valid because  $r_{count} = 0.202 < r_{table}$  with a sig value above 0.05. These nine items are proven reliable with a Cronbach alpha value of 0.85, more significant than 0.6, which means the items are valid and reliable. Eight question items in the emotional examination are accurate because  $r_{count} = 0.202 < r_{table}$  with a sig value above 0.05. These nine items are proven reliable with a Cronbach alpha value of 0.74, more significant than 0.6, which means the items are valid and reliable. The 5 question items in the emotional examination are accurate because  $r_{count} = 0.202 < r_{table}$  with a sig value above 0.05. These nine items are proven reliable with a Cronbach alpha value of 0.76, more significant than 0.6, which means the items are valid and reliable.

#### a. Quality of Teacher Interaction in the Class

This study uses instruments from the Classroom Assessment Scoring System (CLASS Toddler) [20], where the instrument is used to identify the quality of interaction when learning in the classroom. This instrument shows the overall level of interaction in classroom learning, including three classifications: instructional support, emotional support, and class organization. In this case, it is measured on a scale of 1-4. Early childhood teachers were asked to complete questionnaires on their teaching burnout teaching experience in May. The questionnaires were sent to the teachers by google form. The teachers independently observe the level of burnout experienced according to the questions in the questionnaire.

##### 1) Data Collection

In this study, the sample was selected using a purposive sampling technique through respondents (teachers) filling out a Google Form that had been distributed online. The number of subjects in this study was 99 early childhood educators. The data in this study were collected for one week in June 2022 by Early Childhood Education students from the Indonesian Education University and Central China Normal University. In this case, the respondent has explained the purpose and nature of this research. Respondents were asked to answer voluntarily, honestly, and openly and use their initials. Data processing is carried out using the SPSS 25 program.

##### 2) Data Analysis

For research purposes, the analysis was carried out on two instruments to ensure conformity with the original instrument. The analysis used is regression analysis to determine the effect of teacher burnout on the quality of learning interactions in the classroom and multivariate analysis to see differences in teacher burnout in the age range and length of teaching, as well as see differences in the quality of teacher interaction in the age range and size of education.

## 3 Result and Discussion

### 3.1 Burnout Teacher – Interaction Quality

Researchers used regression analysis for teacher burnout on the quality of learning interactions in the classroom. The results of the research prove that there is an effect of teacher burnout on the quality of teacher interaction in classroom teaching with a significance level of  $<0.05$ . In line with research that reports that teachers have the highest burnout rate among other job categories. This is supported who state that educator stress and burnout in learning are very influential in the learning system in the classroom. Pre-school teachers who experienced burnout reported having an effect of 62% on the quality of teaching interaction with their students (Table 1).

**Table 1.** The Effect of Burnout Teachers on the Quality of Interaction

Regression	mean Square	F	Sig.
	6152.555	107.558	0.00

**Table 2.** Teacher Burnout and Interaction Quality by age range

Burnout	Age	mean	F	Sig.
	Under 30 years old	37.64	1,750	0.013
	Over 30 years	33.74		
Interaction quality	Under 30 years old	45.56	0.355	0.131
	Over 30 years	42.22		

### 3.2 Burnout Teacher and Interaction Quality by Age Range

In terms of age, there are differences found in teacher burnout  $F(1.750)$  with a significance level  $(0.013) > 0.005$ . As for the quality of the interaction  $F(0.355)$  with a significance level  $(0.131) > 0.005$ . In this case, the age factor does not affect the difference in teacher burnout and the quality of interaction. However, those under 30 years of age are very susceptible to burnout involving interaction quality. Meanwhile, those over 30 years old have better interaction quality (Table 2).

### 3.3 Burnout Teacher and Interaction Quality According to the Length of Teaching

For the factor of the length of teaching time, there are differences found in teacher burnout  $F(1,538)$  with a significance level  $(0.003) < 0.005$ . As for the quality of the interaction  $F(0.395)$  with a significance level  $(0.37) > 0.005$ . In this case, the length of teaching factor can affect the difference in teacher burnout but does not affect the difference in the quality of interaction. However, teaching durations under ten years have a higher burnout than those over ten years. Meanwhile, the quality of interaction is better for those with a study period of fewer than ten years. Findings also showed that preschool teachers who experienced burnout had higher instances of lower classroom interactions. Mainly, compared to preschool instructors who reported feeling less emotionally exhausted, those teachers provided lower quality educational support, emotional support, and classroom management (Table 3).

**Table 3.** Teacher Burnout and Interaction Quality by the length of teaching

Burnout	Long time teaching	mean	F	Sig.
	Under ten years	37.47		
	Over ten years	32.86		
Interaction quality	Under ten years	45,70	0.395	0.037
	Over ten years	41.07		

## 4 Conclusion

This research is based on pedagogical and psychological theory, which shows the teacher's role in Surabaya. These players come from school events and think they are fully responsible for children's academic achievement and emotional development. The study discusses the work problems experienced by current teachers in Surabaya, such as the level of burnout which will affect the quality of interaction in learning in the classroom. It focuses on the effect of teacher burnout on the quality of learning interactions in the school. Evidence suggests that teacher burnout can harm children. This conclusion shows a more systematic understanding of how important it is to maintain the welfare of teachers and children during learning. This can be interpreted that the class is not an empty container that can be measured the socio-emotional welfare of teachers and children.

We must carefully consider how the burnout conditions are for teachers to maintain the quality of interaction in the classroom during learning. Most children will communicate with their teacher and other students in supportive classrooms genuinely, respectfully, and lovingly. Because of the warmth of teachers and their desire to form strong relationship links with most children, this is likely to improve the quality of teacher-child relationships over the school year. In support of person-environment models, classroom quality predicted greater term increases in teacher-child relationships and academic skills [17]. Well-organized classrooms allow teachers to reduce distractions that prevent them from building relationships with particular students or fostering ties between students and teachers. Classrooms may help teachers make stronger, less tense relationships with certain students throughout the academic year because they enable them to pay greater attention to those students' emotional and educational needs in a way that improves their relationships. Additionally, well-organized classrooms offer fewer opportunities for disruptive behavior and poor peer interactions.

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