

The Ripple Effect of Systemic Stress: Teacher Burnout, School Climate, and Parental Influence on Adolescent Emotional Well-Being

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Abstract: *Student's psychological growth and development in terms of mental, physical and intellectual ability is significantly influenced by teacher burnout, parental stress and school climate. The research report has provided an overview of the major factors and overall effects of the unfavourable environment that hinders students' advancement. In addition to that, the professional strain of teachers placed on students most of the time, moreover, teachers' personal stress-reduction styles also can lead to major emotional burnout, psychological tiredness, and unfavorable interaction patterns among students. Not only parents' mental health are drastically declining due to financial strain, work-life imbalance, and fear over their child's future, but these factors also create a stressful home atmosphere which may affect the psychological growth of students. The aim of the present review is to draw an insight into how teacher burnout, school climate and parental stress affects students' mental health, especially on emotional burnout.*

Keywords: Teacher burnout, School climate, Parental stress, Student mental health, Interplay

1. Introduction

The emotional growth of students encompasses the capacity to recognize, express, and manage their feelings. It encompasses recognizing emotions, improving self-awareness, cultivating empathy and managing emotional reactions effectively. A strong foundation in emotional

development is vital for students' overall well-being, academic success and social connections. Various influences affect students' emotional well-being stemming from an unhealthy school environment, unwanted pressure from authorities and institution management as well as parental expectations. Educators may also feel overwhelmed by emotional exhaustion and stress stemming from the school environment.

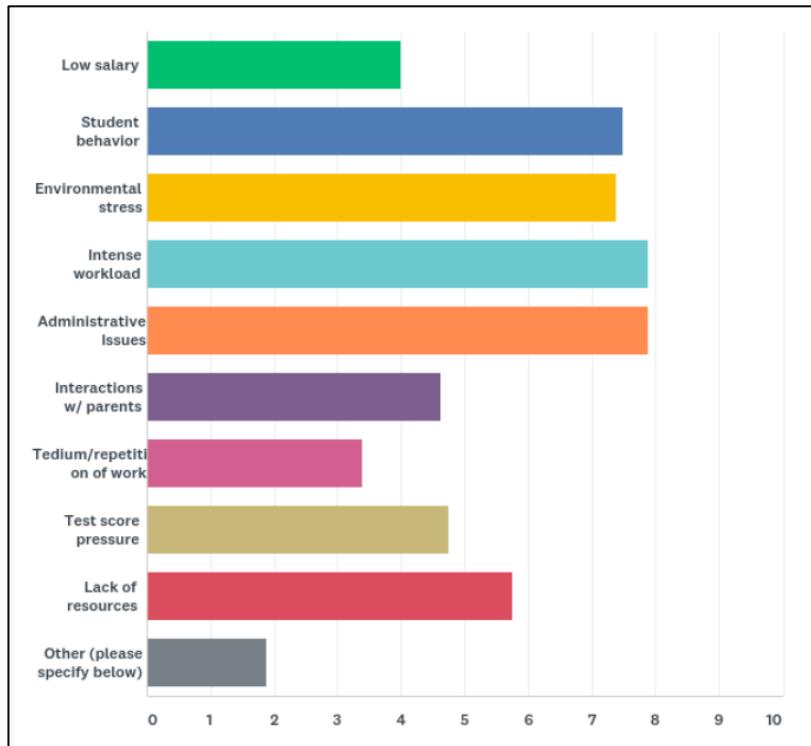


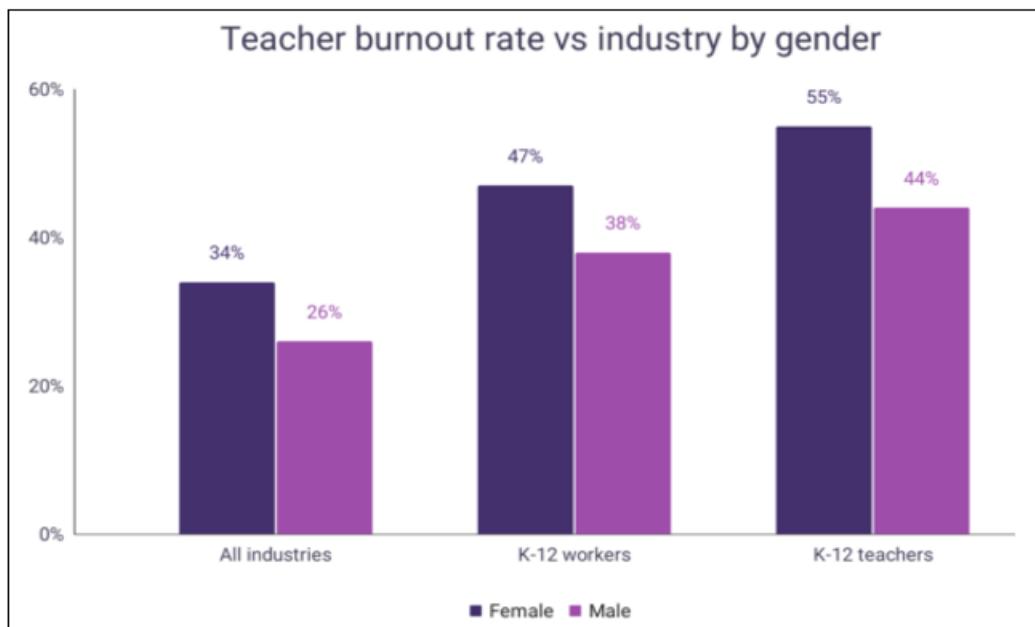
Figure: Reasons for teacher burnout

Source: Trainin, 2024

The diagram depicts the different sources affecting a teacher's mental health and generating emotional burnout, which include poor salary, student behaviour, environmental stress, high workload, environmental stress and other components caused by unplanned administration (Liu *et al.* 2023). Therefore, knowledge of these factors is vital if the implementation of interventions is to be successful. The purpose of this review is twofold: first, to understand the relationship between teacher burnout, school climate, and parental stress as to how they affect the process leading to emotional burnout of students and second, to offer implications for educators and policymakers. Emotional burnout in students is a complex issue, often resulting from the interplay of various factors, including parental pressure, teacher stress and a negative school climate. Chronic exposure to stress and pressure can lead to decreased motivation, lower academic achievement and strained relationships with teachers and peers. Moreover, burnout can

impair students' emotional regulation, making it challenging for them to manage their emotions, respond to stressors in a healthy way and maintain their overall well-being. The consequences can be far-reaching, affecting not only academic performance but also mental health, social relationships and long-term emotional resilience. To mitigate the effects of burnout, it's essential for educators and parents to foster supportive relationships, teach emotional regulation strategies and promote a positive school climate that prioritizes students' well-being and encourages them to thrive academically, emotionally and socially. Specifically, a recent study established that youths experiencing a negative school climate coupled with higher parental stress levels are three times more likely to present with depressive symptoms during ambulatory visits than youths in supportive environments only (Ferschmann *et al.* 2022).

Conceptualizing Teacher Burnout



Skaalvik and Skaalvik (2017), defined teacher burnout as a level of emotional exhaustion, depersonalization as well as the reduction in perceived accomplishments of the teachers. The prior research by Male and May (2018), revealed that burnout is caused by factors such as presidents, lack of support from colleagues and students' behaviour. This has consequences on the part of students, where burnout reduces student performance and intent to be engaged in learning tasks, as well as exacerbating students' psychological distress. These problems should thus be addressed to eliminate barriers to a positive educational experience among students. As mentioned by Tang, Upadyaya and Salmela-Aro

(2021), burnout has two components and one of them is emotional burnout characterised by fatigue, lack of motivation and feeling helpless, especially among adolescents, which hinders them socially as well as academically. Cognitive pressures in school and social interactions are daily routines for children at this age, increasing psychological wear and tear and creating a cycle of exhaustion that becomes hard to interrupt without proper programs.

School Climate: Definitions and Components

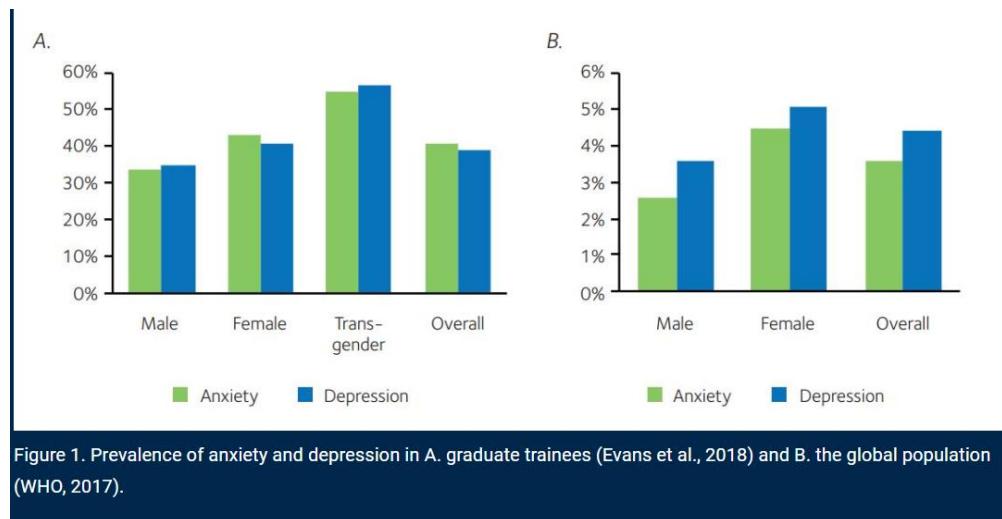


Figure 1. Prevalence of anxiety and depression in A. graduate trainees (Evans et al., 2018) and B. the global population (WHO, 2017).

Figure: Mental Stress among Students

Source: The Physiological Society, 2021

The study conducted by Grazia and Molinari (2021), suggests that school climate pertains to the positive or otherwise quality of school experience, safety, interpersonal connection or relations and teaching-learning situation. These are basic safety needs, safety needs related to one's feelings, a positive academic environment and positive interpersonal relationships. Exogenous theories emphasize the ability of the school to influence, particularly, the students. Leurent *et al.*

(2021), note, that the school climate plays a strong positive correlation with learning well-being because the existing research mentions that student anxiety and depression have reduced by twenty-five per cent in schools with a positive climate. The importance of addressing school climate is evidenced in improving student's mental health outcomes.

Parental Stress and Its Determinants

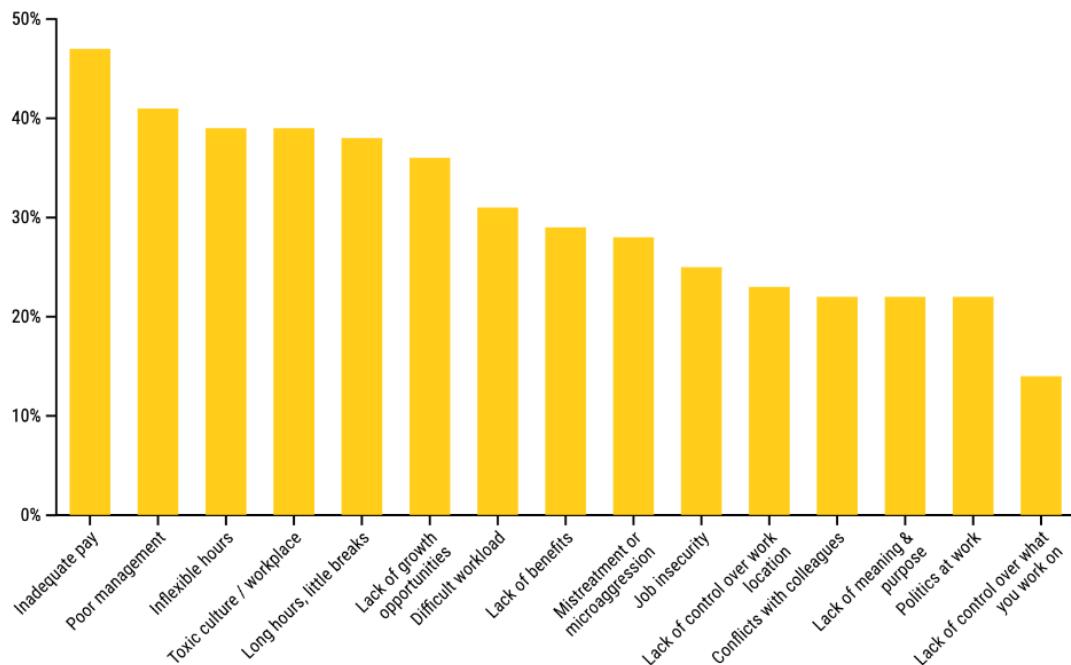


Figure: Parent's mental health issues and reasons

Source: Eatough, 2022

The study conducted by Robeson and Lucas, (2022) defines Parental stress as the distress experienced when taking care of children and it arises from the financial demands of jobs and the foreseeable future of children. According to theoretical models of stress, high stress levels potentially alter the family environments which affects parental care. Păsărelu *et al.* (2023) reveal that for parents with high levels of stress, the developmental changes are associated with negative effects that are reflected in 60% of children's emotional health. This

stress is a major problem and greatly impacts students' overall health by raising their rates of emotional burnout and other psychological disorders.

This is not only a question of financial pressure because stress among parents can result from other factors that include social influence and support to specific means adopted by the parents to cope with pressure. Studies by Johnson *et al.* (2021), show how cultural and gender expectations directly

influence parents' stress. Furthermore, Brown and Clark (2017), reveal that the great pressure of work and family demands leaves each parent with little energy and less time to attend to their children's emotional needs with not enough social support to counter their stress. For this reason, it is important to analyse the mentioned determinants to create

measures, which would not just treat but prevent stress in parents, therefore improving family relations and further the child's well-being.

Interrelationships Among Teacher Burnout, School Climate, and Parental Stress

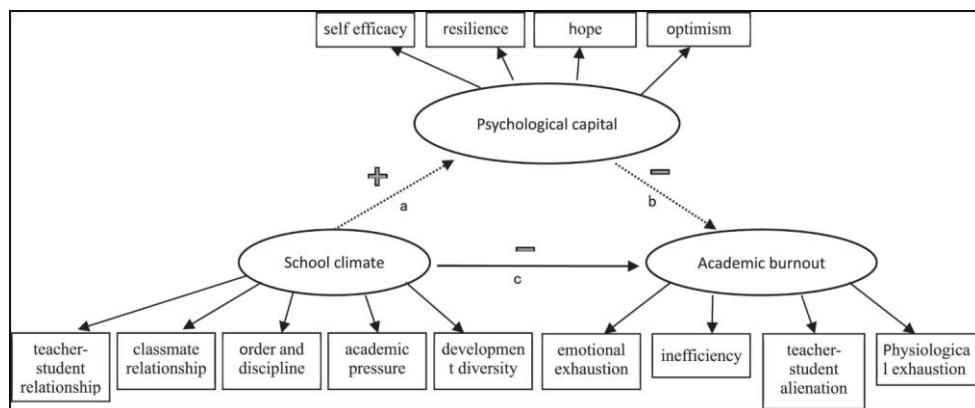


Figure: A framework for Teacher burnout

Source: Tang, 2024

Teacher burnout increases stress-related reactions at schools; unfavourable school climate and parental stress work in the same manner and amplify the consequences for students' mental health. According to El Zaatri and Maalouf (2022), such conceptually sound models as Bronfenbrenner's Ecological Systems Theory depict such interrelations and denote how stressors within various levels impact students' outcomes. As indicated by Sipahioglu *et al.* (2023) the findings show that in schools with high teacher and poor school climate burnout, the level of increased student emotional burnout is 30 % in high parental stress. These two factors can be addressed as the key factors which affect students and their learning outcomes, and this is why the solution for all the mentioned issues is necessary to help students be healthy, happy, and productive learners.

Therefore, the interaction of teacher burnout, school climate and the stress experienced by parents makes it multifaceted in determining students' well-being and performance. As highlighted by Chusid (2020), study, these factors are not independent of one another but compound the difficulties felt by the students. Practicable interventions require taking into specified interactions between these variables as dynamic. As mentioned by Capp Astor and Gilreath (2020), we also have to consider that addressing teacher burnout has to involve interventions that enhance school climate and bolster support for parents because all of those aspects are intertwined in forming students' overall health and learning outcomes. Such approaches are useful significant measures that make it possible for institutions to create a good learning environment that enhances the students' well-being and achievement.

Empirical Evidence on the Impact on Students

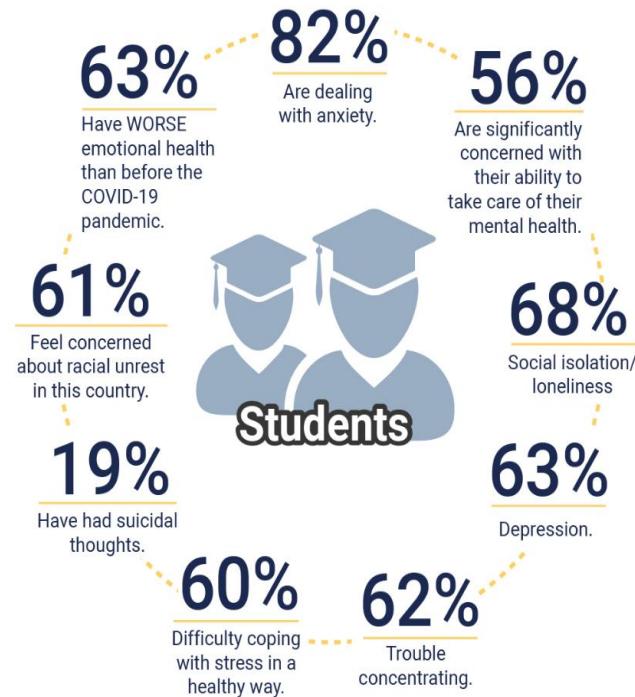


Figure: Student's Mental health Statistics

Source: Command Education

The findings of researchers examining the antecedents of emotional burnout have revealed that it is strongly influenced by teacher burnout, negative school climate and parental stress. For example, Herman, Hickmon-Rosa and Reinke (2018) assessed students in high-burnout classrooms and observed higher stress and emotional exhaustion among them. Similarly, when Gong, Li and Jiao (2021) suggested that students were used by their parents to test stress-reduction techniques, it was shown that students whose parents were stressed scored lower in their emotional well-being. The know's literature shows that the interaction of the

above-proposed factors doubles the student's emotional burnout more than simple stress factors.

Research findings amplify the effects of teacher stress, misery, or demoralization; negative school environment; and parental pressure or depression on learners' psychosocial health and achievement. This makes the students to be under additional pressure which results in stress and emotional exhaustion. In addition, a study conducted by Sipahioglu *et al.* (2023), shows that students from the environments revealed to be high levels of teacher burnout; poor school

climate; and parental stress significantly demonstrate low learning activity engagement and higher levels of psychological distress. The deep analysis by Gaston-Hawkins *et al.* (2020), revealed that understanding how all these variables are connected is vital for developing interventions that would aim at the root causes of emotional burnout in learners, as well as other psychosocial aspects that may hinder their wellness and achievement.

Implications for Educational Practice and Policy



Figure: Mitigating Teacher Burnout

Source: Avanti, 2023

In a recent study by Agyapong *et al.* (2022), the authors postulated that to support student wellness, efforts should be put in to erase teacher burnout, enhance school climate, and most critically reduce parental stress. A practical approach should call for offering professional development and emotional support to teachers to reduce burnout among them. Also, Darling-Hammond, and Cook-Harvey (2018), posited that school administrators who embraced the concept of school climate as a part of school improvement can improve the climate by modeling cultural acceptance and offering appropriate resources. The policies should encourage both the formation of parent-teacher associations and the availability of mental health services for the parenting figures in a child's life. Interventions that are most successful for students and that can reduce the levels of emotional exhaustion in students are those that have the potential to improve general mental health.

2. Conclusion

Thus, it is crucial to direct efforts towards combating teacher burnout, promoting a positive school climate, as well as reducing parental stress in the given context of enhancing students' mental health. As indicated by our review, all these factors are interrelated, and each of them has a strong influence on emotional burnout regarding students. The community including teachers, educational managers, policy makers and parents should ensure that there is integration of

these supportive mechanisms. Thus, shifting focus on mental health programs and creating an appropriate supportive atmosphere within the school promotes more favourable treatments for students and improved full well-being in the educational environments.

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