

Article history:

Received 07 January 2025

Revised 03 March 2025

Accepted 04 April 2025

Published online 18 June 2025

Investigating the Impact of Teachers' Socio-Emotional Competence on Their Job Burnout with the Mediating Role of the Teacher–Student Relationship and Teacher Well-being

Najmeh Jalalian^{1*}, Leila Riaei²

¹ Department of Management, Payame Noor University, Tehran, Iran.

² Department of Management, Payame Noor University, Yazd, Iran.

* Corresponding author email address: n.jalalian@pnu.ac.ir

Article Info

Article type:

Original Research

How to cite this article:

Jalalian, N., Riaei, L. (2025). Investigating the Impact of Teachers' Socio-Emotional Competence on Their Job Burnout with the Mediating Role of the Teacher–Student Relationship and Teacher Well-being. *Iranian Journal of Educational Sociology*, 8(3), 42-51.

<http://dx.doi.org/10.61838/kman.ijes.8.3.5>



© 2025 the authors. Published by Iranian Association for Sociology of Education, Tehran, Iran. This is an open access article under the terms of the Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0) License.

ABSTRACT

Purpose: The objective of this study was to investigate the impact of teachers' socio-emotional competence on job burnout, with the mediating roles of the teacher–student relationship and teacher well-being.

Methods and Materials: This applied study employed a descriptive-survey design and was conducted among teachers in Larestan County, Iran. A sample of 129 teachers was selected using Cochran's formula through simple random sampling. Data were collected using four standardized instruments: Maslach Burnout Inventory (2015), Boyatzis Socio-Emotional Competence Questionnaire (2007), Teacher–Student Relationship Scale by Murray and Zvoch (2010), and Ryff's Psychological Well-being Scale (1980). The reliability of the instruments was confirmed using Cronbach's alpha coefficients, all of which exceeded 0.70. Data analysis was conducted using SPSS and SmartPLS software, employing Structural Equation Modeling (SEM) to test both direct and indirect relationships among the study variables.

Findings: The results showed that socio-emotional competence did not have a significant direct effect on teacher burnout ($\beta = 0.125$, $t = 0.679$). However, socio-emotional competence significantly predicted teacher–student relationship ($\beta = 0.796$, $t = 36.934$) and teacher well-being ($\beta = 0.427$, $t = 8.308$), both of which were found to have significant negative effects on job burnout ($\beta = -0.181$, $t = 2.159$; $\beta = -0.330$, $t = 3.037$, respectively). Mediation analysis using the Sobel test confirmed the full mediating role of both teacher–student relationship (indirect effect = -0.144 , $t = 2.128$) and well-being (indirect effect = -0.141 , $t = 2.855$) in the relationship between socio-emotional competence and job burnout.

Conclusion: The findings highlight that while socio-emotional competence does not directly reduce teacher burnout, it indirectly exerts a significant effect through enhancing teacher–student relationships and promoting psychological well-being. Strengthening these mediating factors may serve as an effective strategy for reducing burnout among educators.

Keywords: Socio-emotional competence, Job burnout, Teacher–student relationship, Teacher well-being.

1. Introduction

Understanding human beings and the unique attributes inherent in the various dimensions of their existence holds profound significance and has engaged scholars across diverse scientific disciplines. Human scientists emphasize that conventional cognitive tools often fall short in fully and accurately addressing many fundamental questions about humanity (Faramarzi Babadi et al., 2024; Miri Rami et al., 2022). As such, a wide array of theories—sometimes contradictory—have been proposed to explain human nature. At present, human knowledge has experienced unprecedented expansion across all fields, particularly in the experimental sciences, to the extent that scientific advancement may now be considered instantaneous. However, this development has not been evenly distributed across disciplines, with the humanities receiving significantly less attention than expected (Fayyaz, 2017).

The importance of understanding the main pillars of education—especially teachers, who represent the core of this system—is undeniable (Shariati et al., 2024; Sotoudeh Moghadam et al., 2024). Students are the current and future capital of every nation, an invaluable resource. Therefore, teaching is considered one of the most fundamental and critical professions in any society, as teachers bear the responsibility of guiding and nurturing future generations. Consequently, focusing on this intellectual group has become one of the most essential endeavors in the field of the humanities. Among various classroom dynamics, teacher emotions and affect play a crucial and primary role in the learning process. Educational psychology research highlights the teacher's significant influence on students' emotional, cognitive, and psychological well-being. Emotions, in particular, are a critical factor in student learning and academic achievement (Rezai & Heydari, 2022).

Preliminary studies on the variables associated with teacher burnout suggest a close connection between teacher emotions and well-being and the quality of instruction. Just as teacher recruitment and training pose substantial challenges for educational systems, retaining teaching personnel is equally critical. When teachers experience diminished energy and motivation, they may lose classroom effectiveness or even exit the education system prematurely—well before the standard retirement age. This condition is referred to as teacher burnout. The term “burnout” was first introduced by Herbert Freudenberger in 1980 and defined as a sense of failure, exhaustion, and

excessive demands in the workplace, leading to the fading of personal goals, interests, and motivation (Freudenberger, 1975). Burnout is a hidden yet significant factor contributing to the erosion of human capital in organizations (Bataineh & Alsagheer, 2012; Golparvar & Parsakia, 2023). Research into educational burnout seeks to identify the causes of teacher burnout, as this phenomenon leads to considerable classroom challenges, such as impaired learning and disruptive behavior. It also reduces instructional time and student satisfaction with the curriculum and undermines professional competence—for instance, impeding communication with parents, the ability to teach concepts, or interactions with colleagues and school administrators (Fiorilli et al., 2017). These are merely external manifestations. Internally, burnout also negatively affects teachers' physical health, thoughts, emotions, and overall mental well-being (Nuri et al., 2017).

In 1995, Daniel Goleman introduced the concept of socio-emotional competence, describing it as a set of skills and abilities essential for exhibiting traits such as enthusiasm, self-control, and perseverance—key components of personality (Goleman, 1995). Later researchers expanded this definition to include capabilities associated with social adaptation and interpersonal development, which individuals acquire and apply over time (Molla Jafari & Rahimi, 2020). Socio-emotional competence is rooted in emotional and social intelligence and aligns with existing theoretical frameworks. Empirical studies show that socio-emotional competence significantly supports teachers' capacity to prevent burnout. For example, a meta-analysis by Zheng and Guo found a negative relationship between teachers' socio-emotional competence and job burnout. Socio-emotional competence is thus seen as the applied form of emotional and social intelligence in various contexts (Zhang et al., 2023). It is considered a vital intrapersonal factor influencing teacher burnout (Diba Chi Saber & Mir Arab Razi, 2016; Fu & Wu, 2007). In this light, cultivating and emphasizing teachers' socio-emotional competence can play a pivotal role in reducing burnout and sustaining career longevity (Zhang et al., 2023).

The discussion of teacher competencies is now a focal point in educational reform, as evidenced by key provisions in Iran's Fundamental Reform Document of Education—for instance, Clause 24, which emphasizes the development of general professional competencies in teachers, and Clause 5, which focuses on the acquisition of foundational competencies. Maleki (2007) classified teacher competencies into three domains. The first is cognitive

competence, encompassing knowledge and mental skills necessary for analyzing educational problems. The second is emotional competence, referring to affective inclinations and the teacher's interest in student-related educational topics. The third is social competence, which involves the teacher's practical and behavioral skills during the learning process, including interactions with colleagues, students, and parents. While the first domain is generally addressed by higher education and teacher training institutions, the latter two are of special interest to human resource specialists (Diba Chi Saber & Mir Arab Razi, 2016).

The most effective strategy for achieving educational goals in the classroom is to establish a warm, supportive relationship between teachers and students. When teachers build such connections, they foster emotional rapport and mutual understanding. This relationship, when accompanied by teacher support, leads to cooperation and active interaction, since learning is meaningless without intellectual engagement. Teachers play a more significant role than anyone else in establishing positive connections with students. Hence, they must regulate their emotions and behaviors to achieve harmony, thereby enhancing understanding across various educational dimensions (Hamed Nasab et al., 2020). Through healthy, two-way communication, teachers exchange thoughts and emotions with students while also transmitting educational content. This process enhances students' active involvement in learning. It should be noted, however, that building such a positive relationship is only possible through effective management, teacher health, and comprehensive teacher capability (Heidari, 2012).

In psychological sciences, the term "well-being" refers to what individuals require for health and optimal functioning (Tian et al., 2013). Well-being encompasses factors such as a positive self-image, self-acceptance, the ability to create a context suited to one's psychological state, environmental mastery, warm and trustworthy interpersonal relationships, a sense of purpose, life direction, striving for personal growth, and autonomy (Ghasempour et al., 2014). Well-being includes emotional and psychological constructs, the regulation of positive and negative emotions, and a cognitive evaluation of life satisfaction (Wright et al., 2002). As Wright and Bonett (1997) have shown, well-being serves as a positive emotional resource that helps individuals cope more effectively with life and work demands (Wright & Bonett, 1997). Numerous studies confirm the positive role of well-being in reducing occupational stress and enhancing job satisfaction (Parsakia et al., 2022; Wright & Bonett,

1997; Wright et al., 2002). Moreover, some studies report that the teacher-student relationship can influence teacher well-being and mental health (Friedman, 2006), while also predicting teacher burnout (Corbin et al., 2019).

Past research suggests that the root of burnout in employees is often emotional (Teymoriyan et al., 2018; Wright & Bonett, 1997; Wright et al., 2002). Working closely with people increases vulnerability to burnout. Regulating emotional experiences—whether by amplifying or attenuating them—is a powerful method of burnout prevention. Teachers' socio-emotional competence and their ability to understand and manage emotions can enhance their self-esteem, emotional clarity, and confidence. Therefore, socio-emotional competence, as an internal personal resource, is a critical factor in reducing teacher burnout (Zhang et al., 2023). This study, accordingly, focuses on three key factors contributing to teacher burnout: teachers' socio-emotional competence, the teacher-student relationship, and teacher well-being. In other words, the aim of this study is to investigate the impact of teachers' socio-emotional competence on their job burnout, considering the mediating roles of the teacher-student relationship and teacher well-being.

2. Methods and Materials

2.1. Study Design and Participants

The present study is applied in terms of purpose and descriptive-survey in terms of methodology. To test the proposed hypotheses, a questionnaire was used as the main tool for data collection and statistical analysis. The statistical population consisted of teachers in Larestan County, totaling 490 individuals. Using Cochran's formula, the sample size was estimated at 129 participants, who were then surveyed. The sampling method employed was simple random sampling. Data collection was conducted through both library-based research (articles, online sources, translations) and field methods. In this study, one of the field methods involved the use of questionnaires. The research questionnaire was designed using four standardized instruments: the Maslach Teacher Burnout Inventory (2015), the Boyatzis Socio-Emotional Competence Questionnaire (2007), the Teacher-Student Relationship Scale by Murray and Zvoch (2010), and Ryff's Psychological Well-being Scale (1980). These tools were used to assess four primary variables and their associated indicators. Table 1 presents the demographic characteristics of the study sample.

Table 1

Demographic Characteristics of the Study Sample

Variable	Category	Frequency	Percentage (%)
Gender	Female	69	53.5
	Male	60	46.5
Marital Status	Single	23	17.8
	Married	106	82.2
Age	Under 30	33	25.6
	30–40	58	45.0
	41–50	37	28.7
	Over 50	1	0.8
Education Level	Associate's Degree	21	16.3
	Bachelor's Degree	59	45.7
	Master's Degree	49	38.0
Work Experience	Less than 5 years	31	24.0
	6–10 years	37	28.7
	11–15 years	36	27.9
	16–20 years	25	19.4
Total		129	100.0

2.2. Measures

In this study, the variables were first identified and a conceptual model was constructed. Then, relevant items were extracted from credible scientific articles for each variable. The questionnaire consisted of two parts: (1)

general demographic questions (e.g., gender, marital status, age, education level, and work experience), and (2) specific items designed to measure each research variable using validated instruments.

The sources of the instruments used to assess each research variable are listed below:

Table 2

Research Variables

Variable	Number of Items	Source
Teacher Burnout	12	Maslach (2015)
Socio-Emotional Competence	26	Boyatzis (2007)
Teacher–Student Relationship	10	Murray & Zvoch (2010)
Teacher Well-being	18	Ryff's Psychological Well-being (1980)

To assess the reliability of the questionnaires, Cronbach's alpha coefficient was used. A Cronbach's alpha greater than

0.70 is considered acceptable, indicating reliable internal consistency.

Table 3

Reliability Statistics for Questionnaire Items

Cronbach's Alpha	Number of Items	Number of Dimensions	Variable
0.924	12	3	Teacher Burnout
0.802	26	4	Socio-Emotional Competence
0.941	10	3	Teacher–Student Relationship
0.937	18	6	Teacher Well-being

Since this study relied on a questionnaire to collect data and measure variables, establishing its validity was essential. Validity refers to the extent to which the instrument aligns with the study's objectives. In this research, content validity

was assessed based on expert judgment provided by the academic advisor.

2.3. Data Analysis

Data analysis in this study was conducted using Structural Equation Modeling (SEM) through Partial Least Squares (PLS) with the help of SmartPLS and SPSS software. The analysis aimed to examine both the measurement and structural models by evaluating factor loadings, reliability, validity, and the significance of path coefficients. Cronbach's alpha was used to assess internal consistency reliability, with all constructs showing acceptable values above 0.70. Convergent validity was confirmed through average variance extracted (AVE), and the model's overall fit was evaluated using the Goodness-of-Fit (GoF) index, which indicated a strong model fit. To test the research

hypotheses, path coefficients and t-statistics were calculated, and mediation effects were examined using the Sobel test. The results provided support for both direct and indirect relationships among teachers' socio-emotional competence, teacher-student relationship, well-being, and job burnout.

3. Findings and Results

To evaluate the structural model, the Goodness-of-Fit (GoF) index was calculated due to its higher explanatory power. The mean of communalities was 0.781, and the average R^2 value—derived from both first-order and second-order endogenous latent variables—was 0.317. Substituting these values into the GoF formula.

Table 4

Model Fit Index

Construct	Mean Communality Value
Teacher Well-being	0.764
Teacher-Student Relationship	0.894
Teachers' Socio-Emotional Competence	0.598
Job Burnout	0.868

According to the thresholds of 0.01, 0.25, and 0.36 for weak, moderate, and strong model fit, respectively, the obtained value of 0.498 indicates a strong model fit.

The relationships between the model variables were analyzed using Structural Equation Modeling (SEM), as detailed below.

Figure 1

Standardized Structural Model

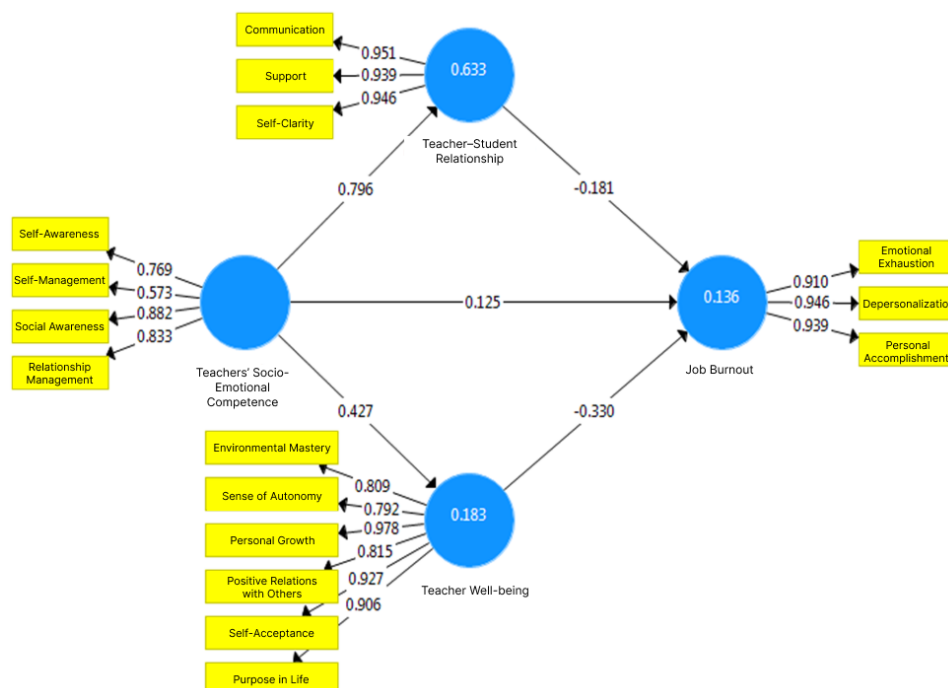


Figure 2

Significance Model

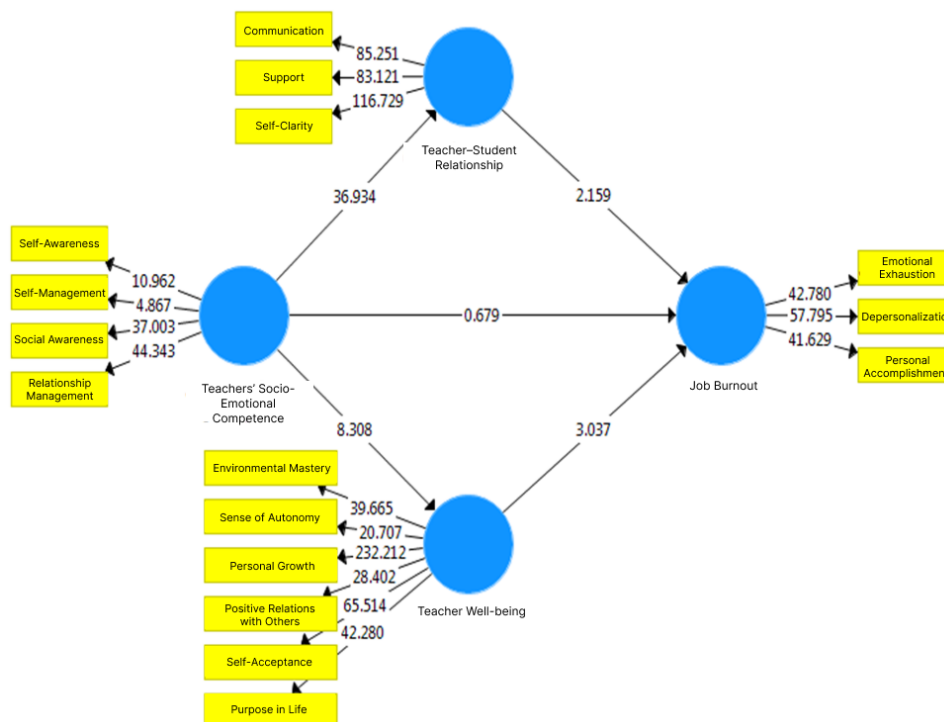


Table 5

Summary of Path Coefficients, t-statistics, and Hypothesis Results

Hypothesis No.	Hypothesis Path	Path Coefficient	t-statistic	Result	Relationship Type
1	Job Burnout ← Socio-Emotional Competence	0.125	0.679	Rejected	---
2	Job Burnout ← Teacher-Student Relationship	-0.181	2.159	Confirmed	Significant, Indirect
3	Job Burnout ← Teacher Well-being	-0.330	3.037	Confirmed	Significant, Indirect
4	Teacher-Student Relationship ← Socio-Emotional Competence	0.796	36.934	Confirmed	Significant, Direct
5	Teacher Well-being ← Socio-Emotional Competence	0.427	8.308	Confirmed	Significant, Direct
6	Job Burnout ← Teacher-Student Relationship ← Socio-Emotional Competence	-0.144	2.128	Confirmed	Significant, Indirect
7	Job Burnout ← Teacher Well-being ← Socio-Emotional Competence	-0.141	2.855	Confirmed	Significant, Indirect

The results show that the direct effect of socio-emotional competence on teacher burnout, with a path coefficient of 0.125, is not statistically significant. The t-value is less than the critical value of 1.96, confirming the non-significance of the coefficient. Thus, it can be concluded that socio-emotional competence does not have a direct effect on teacher burnout, and Hypothesis 1 is rejected.

The effect of the teacher-student relationship on teacher burnout, with a path coefficient of -0.181, is statistically significant. The t-value exceeds 1.96, supporting the significance of the path coefficient. Since this is a negative

relationship, it can be inferred that enhancing the teacher-student relationship leads to a reduction in job burnout. Therefore, Hypothesis 2 is confirmed.

The effect of teacher well-being on job burnout, with a path coefficient of -0.330, is statistically significant. The t-value exceeds 1.96, indicating a significant inverse relationship. Thus, improving teacher well-being leads to a decrease in burnout levels, confirming Hypothesis 3.

The effect of socio-emotional competence on the teacher-student relationship, with a path coefficient of 0.796, is statistically significant. The t-value is greater than 1.96,

confirming the significance of the relationship. Therefore, increased socio-emotional competence directly enhances the teacher–student relationship, validating Hypothesis 4.

The impact of socio-emotional competence on teacher well-being, with a path coefficient of 0.427, is statistically significant. The t-value exceeds 1.96, indicating a direct and positive relationship. Thus, improving socio-emotional competence positively affects well-being, confirming Hypothesis 5.

The Sobel test statistic (2.128) and p-value (0.034), which is less than 0.05, alongside the non-significance of the direct effect between socio-emotional competence and burnout, confirm that the teacher–student relationship fully mediates the effect. The indirect effect is -0.144. Therefore, at a 95% confidence level, socio-emotional competence affects teacher burnout through the mediating role of the teacher–student relationship. Hypothesis 6 is therefore confirmed.

The Sobel test statistic (2.855) and p-value (0.004), which is also less than 0.05, and the non-significance of the direct path from socio-emotional competence to burnout, indicate that well-being fully mediates this relationship. The indirect effect is -0.141. Hence, at a 95% confidence level, socio-emotional competence influences job burnout through well-being, confirming Hypothesis 7.

4. Discussion and Conclusion

The learning environment is one of the most important and influential factors affecting students' vitality and academic motivation. According to Gordon, each student interacts daily with three aspects of the school environment: the cognitive, physical, and social environments. Each of these aspects is accompanied by a hidden curriculum. Given that teachers' socio-emotional competence can lead to job burnout and result in maladjustment and disruptions in their personal and social lives—and considering that schools, second only to the family, interact most directly with children and adolescents—it is evident that teachers have a crucial role in shaping students' development. The educational system holds such significance that some experts consider it a cornerstone of society, linking a healthy society to healthy families and educational environments. Since teachers are the foundation of education, one of the most critical factors influencing their career survival, sustainability, and growth is the teacher–student relationship and teacher well-being. Psychological well-being is one of the most influential factors affecting teacher performance in their interactions with students. Teacher burnout and socio-

emotional competence affect teaching quality, longevity, health, life satisfaction, feelings of loneliness, child-rearing, social relationships, and even tendencies toward social deviance. The results of the current hypothesis are consistent with prior studies (Rezai & Heydari, 2022; Siu et al., 2014; Zhang et al., 2023).

The teacher–student relationship has an inverse effect on teacher burnout. Improving this relationship can reduce burnout. Therefore, the second hypothesis of the study is confirmed. Positive interactions between teachers and students, as well as among students themselves, contribute to emotional and social classroom engagement, motivation to learn, attachment to school, cooperation in class activities, and persistence in facing challenges (Rezai & Heydari, 2022; Siu et al., 2014). Friendly support, understanding interpersonal behavior, fostering responsibility and autonomy in student tasks can also be influential (Fu & Wu, 2007). In other words, students who have warm and close relationships with their teachers exhibit higher self-confidence, interest in their teachers, increased motivation to learn, a positive attitude toward school, and enjoyment in peer acceptance. Discipline in educational environments is one of the most important educational goals prioritized by school authorities, and student behavior and activities are significantly shaped by this factor (Molla Jafari & Rahimi, 2020). Discipline enables successful student performance and ultimately leads to a joyful and flourishing life. These findings align with prior studies (Fu & Wu, 2007; Molla Jafari & Rahimi, 2020; Rezai & Heydari, 2022; Siu et al., 2014; Stewart, 2015; Teymoriyan et al., 2018; Zhang et al., 2023).

Educational stakeholders must provide an environment in schools that combines friendly teacher–student relationships with clear rules and an autonomous atmosphere, so that students are more motivated to study and adopt mastery-oriented goals. Emphasizing mastery goals plays a significant role in increasing academic self-efficacy and improving students' learning and performance. Overall, analytical results show how to understand students' conflicting goals and beliefs and how these can be used to enhance academic self-efficacy and educational outcomes. This study was conducted among first-year high school students, so generalizing the findings to other students and educational levels is limited. Additionally, some students struggled to concretely understand certain questions. These findings align with previous studies (Fu & Wu, 2007; Heidari, 2012; Rezai & Heydari, 2022; Siu et al., 2014; Stewart, 2015).

Human relations in an educational organization refer to the process of establishing, maintaining, and developing dynamic, purposeful, and reciprocal relationships among members of a social system (school), which—by meeting the logical, social, and psychological needs of individuals and groups—fosters mutual understanding, satisfaction, trust, motivation, and facilitates the achievement of organizational goals (Siu et al., 2014). Human relations are crucial in all human-centered activities but are approached differently across various domains (Rezai & Heydari, 2022). Teachers are professionals who, by understanding student development and behavior, and knowing how to interact appropriately, can analyze behavioral motivations and avoid making impulsive or inhumane decisions (Pour Rajab et al., 2020). A teacher's success depends primarily on the ability to engage students emotionally and spiritually. Healthy human relationships contribute to students' psychological, social, and mental well-being (Asadi & Andam, 2018). These findings align with the prior (Asadi & Andam, 2018; Pour Rajab et al., 2020; Siu et al., 2014; Stewart, 2015; Zhang et al., 2023).

In any society, the education system constitutes a vital sector. It exerts profound and extensive effects on the fabric of society and its cultural, economic, political, and social spheres. As a critical institution, it fosters intellectual growth and human development. Naturally, leading such a system requires individuals with the competencies and abilities necessary to harness resources and guide society toward its goals. Therefore, selecting and appointing school administrators should not be limited to academic and experiential qualifications but must include specific competencies and a comprehensive set of criteria (Siu et al., 2014; Stewart, 2015). These results are consistent with prior findings (Ghasempour et al., 2014; Hamed Nasab et al., 2020; Stewart, 2015; Teymoriyan et al., 2018).

According to self-determination theory, the social context (e.g., classroom or school) influences the satisfaction of basic psychological needs. Environments that meet these needs exhibit characteristics such as: (1) emphasizing personal agency, (2) encouraging decision-making and initiative, (3) offering rationales for social control, (4) using non-controlling communication styles, and (5) providing positive performance feedback (Ghasempour et al., 2014). In schools, when student autonomy and opinions are valued, school rules are co-developed with student input, their purpose is clearly explained, teacher–student relationships are grounded in mutual respect, and even small positive student behaviors are recognized, the school becomes a more

enjoyable place. Students then experience a sense of autonomy, competence, and warm interpersonal connection. Overall, these findings support the theoretical framework of self-determination theory and show that supportive school environments can significantly influence the satisfaction of students' basic psychological needs. These results are consistent with prior findings (Pour Rajab et al., 2020; Rezai & Heydari, 2022; Zhang et al., 2023).

In recent years, significant efforts have been made to improve teaching quality through pedagogical reforms, in-service teacher training, and equipping schools with technology. However, less attention has been paid to certain guiding principles that teachers must follow, such as maintaining human dignity, fostering respectful interactions, and supporting students' mental and emotional states. The lack of emphasis on the role of human relationships in the classroom and school environments highlights the need for more serious attention in research. Promoting desirable changes in students through school staff is a fundamental mission of education. Working with human beings—as opposed to inanimate tools—is the primary distinction of educational organizations, and it also contributes to the complexity and challenge of working in such environments (Asadi & Andam, 2018; Herman et al., 2018). Since teachers operate on the front lines of the education system and directly shape outcomes or deviations, they are regarded as the most vital agents in education (Corbin et al., 2019). These findings are consistent with prior studies (Asadi & Andam, 2018; Corbin et al., 2019; Diba Chi Saber & Mir Arab Razi, 2016; Fayyaz, 2017; Fiorilli et al., 2017; Hamed Nasab et al., 2020; Herman et al., 2018; Molla Jafari & Rahimi, 2020; Nuri et al., 2017; Pour Rajab et al., 2020; Rezai & Heydari, 2022; Teymoriyan et al., 2018; Zhang et al., 2023).

Based on the results and their significance, the following recommendations are proposed:

- It is recommended that psychological hardness be emphasized as a personality trait when selecting educational personnel, as it can enhance structural resilience in the face of occupational stressors.
- In macro-level educational planning, teacher recruitment and support should be approached holistically. Psychological, managerial, and environmental dimensions should be considered, and interventions should be designed based on the multidimensional nature of teacher burnout, using comprehensive and integrative strategies.

- It is suggested that structured leisure activities and advanced stress-management techniques, such as creative visualization training and progressive muscle relaxation, be implemented to enhance coping skills among school personnel.
- Strengthening religious values may boost conscientiousness and intrinsic motivation among teachers, thereby directly and indirectly reducing burnout. In other words, although burnout is influenced by multiple factors, cultivating authentic religiosity can mitigate it and improve teaching performance.
- Organizing cognitive-behavioral workshops aimed at reshaping teachers' beliefs and helping them realistically understand and cope with professional challenges is advised.
- Continuous training materials, such as manuals, workshops, and educational videos, should be developed for principals, teachers, counselors, and stakeholders on burnout prevention and reduction strategies.
- Teacher education centers should incorporate efforts to enhance professional beliefs and better inform candidates about the complexities of the teaching profession.
- Considering the critical role of cognitive distortions and stress-coping skills in burnout, and the lack of existing research, further studies on the cognitive dimensions of burnout are recommended.
- Finally, root causes of the perception of teaching as a secondary profession must be identified and addressed more rigorously by educational leaders and policymakers.

Authors' Contributions

Authors equally contributed to this article.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

Acknowledgments

We hereby thank all participants for agreeing to record the interview and participate in the research.

Declaration of Interest

The authors report no conflict of interest.

Funding

According to the authors, this article has no financial support.

Ethical Considerations

All procedures performed in studies involving human participants were under the ethical standards of the institutional and, or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

References

- Asadi, M., & Andam, R. (2018). Examining the Relationship Between Job Demands and Job Control with Burnout Among Physical Education Teachers in Mashhad City. *Journal of Sports Management and Motor Behavior*, 14(27), 55-66. https://journals.umz.ac.ir/article_1955.html
- Bataineh, O., & Alsagheer, A. (2012). An Investigation of Social Support and Burnout among Special Education Teachers in the United Arab Emirates. *International Journal of Special Education*, 27(2), 5-13. <https://eric.ed.gov/?id=EJ982856>
- Corbin, C. M. A. U. A. P., Lowenstein, A. E., Downer, J. T., & Brown, J. L. (2019). The role of teacher-student relationships in predicting teachers' personal accomplishment and emotional exhaustion. *J. Sch. Psychol.*, 77, 1-12. <https://doi.org/10.1016/j.jsp.2019.10.001ER>
- Diba Chi Saber, M., & Mir Arab Razi, R. (2016). Examining the Relationship Between Professional Competencies and Self-Efficacy in Elementary School Teachers (Case Study: Elementary School Teachers in Mahmoudabad County). *Biannual Journal of Psychological Research in Management*, 2(2), 131-145. https://jom.hmu.ac.ir/article_243650.html
- Faramarzi Babadi, S., Eskandari Asl, H. A., Dolatyari, F., & Alipoor, H. (2024). Limitations of English Language Learning in Universities of Chaharmahal and Bakhtiari Province and Strategies to Overcome Them [Research Article]. *Iranian Journal of Educational Sociology*, 7(1), 124-132. <https://doi.org/10.61838/kman.ijes.7.1.12>
- Fayyaz, F. (2017). *Designing an Exploratory Model of Depression from the Perspective of the Holy Quran and Examining the Effectiveness of the Therapeutic Model Based on It degree=Ph.D. Dissertation*
- Fiorilli, C., De Stasio, S., Benevene, P., Uusitalo-Malmivaara, L., & Chiacchio, C. D. (2017). Burnout in special needs teachers at kindergarten and primary school: Investigating the role of personal resources and work wellbeing. *Psychology in the Schools*, 54(5), 472-486. <https://doi.org/10.1002/pits.22013>
- Freudenberger, H. J. (1975). The staff burn-out syndrome in alternative institutions. *Psychotherapy: Theory, Research & Practice*, 12(1), 73. <https://doi.org/10.1037/h0086411>

- Friedman, I. A. (2006). *Classroom management and teacher stress and burnout*. Erlbaum. <https://psycnet.apa.org/record/2006-01816-035>
- Fu, F., & Wu, X. (2007). A study on the effect of teacher-student relationship on students' learning motivation and teachers' burnout. Collection of Abstracts of the 11th Chinese Academic Conference of Psychology by Chinese Psychological Society,
- Ghasempour, A., Jodat, H., & Soleimani, M. (2014). Comparing Psychological Well-Being in Athlete and Non-Athlete Students. *Journal of Rafsanjan University of Medical Sciences*, 13(2), 193-204. http://journal.rums.ac.ir/browse.php?a_code=A-10-929-3&sid=1&slc_lang=fa
- Goleman, D. (1995). *Emotional Intelligence*. Bantam.
- Golparvar, M., & Parsakia, K. (2023). Building Resilience: Psychological Approaches to Prevent Burnout in Health Professionals. *KMAN Counseling & Psychology Nexus*, 1(1), 159-166. <https://doi.org/10.61838/kman.psychnexus.1.1.18>
- Hamed Nasab, S., Gholami, V., & Azizi, M. (2020). The Role of Social Media in Social Identity and the Teacher-Student Relationship. *Journal of Educational Leadership Research*, 1(3), 9-77. <https://civilica.com/doc/1189498/>
- Heidari, A. (2012). *Classroom management methods and student communication skills*. <http://heydari>
- Herman, K. C., Hickmon-Rosa, J. e., & Reinke, W. M. (2018). Empirically derived profiles of teacher stress, burnout, self-efficacy, and coping and associated student outcomes. *Journal of Positive Behavior Interventions*, 20(2), 90-100. <https://doi.org/10.1177/1098300717732066>
- Miri Rami, S. F., Delgoshaei, Y., & Mahmoudi, A. H. (2022). Identification and Analysis of Effective Factors on the Strategic Intelligence of Education Districts Managers of Tehran City and Provide an Appropriate Model [Research Article]. *Iranian Journal of Educational Sociology*, 5(1), 113-125. <https://doi.org/10.61186/ijes.5.1.113>
- Molla Jafari, A., & Rahimi, M. (2020). The Role of Teacher Burnout (Emotional Burnout and Personal Efficacy Loss) and Dimensions of Teacher-Student Interaction in Student Happiness. <https://doi.org/10.30465/FABAK.2023.8077>
- Nuri, C., Demirok, M. S., & Direktör, C. (2017). Determination of self-efficacy and burnout state of teachers working in the special education field in terms of different variables. *Journal of Education and Training Studies*, 5(3), 160-166. <https://doi.org/10.11114/jets.v5i3.2237>
- Parsakia, K., Namjoo, K., Arjmand, M., Sabzvand, A., Rahyan, H., Fazli, A., & Jamshidi, M. (2022). The mediating role of work engagement in the relationship between psychological climate and productivity and job satisfaction in teachers. *International Journal of Innovation Management and Organizational Behavior (IJIMOB)*, 2(2), 8-23. <https://doi.org/10.61838/kman.ijimob.2.2.2>
- Pour Rajab, M., Panahi Darcheh, A., Sadeghi, H., & Baba Ahmadi Milani, S. (2020). Factors Affecting Teacher Burnout. *Journal of Advances in Behavioral Sciences*, 5(42), 5-34. <https://ijndibs.com/article-1-419-fa.html>
- Rezai, A., & Heydari, M. (2022). The Mediating Role of Burnout in the Relationship Between Teacher Emotions and Job Satisfaction. *Journal of Transformative Education*, 2(2), 31-45. https://journals.iau.ir/article_691388.html
- Shariati, F., Niazazari, K., & Jabbary, N. (2024). Presenting a Model for Virtual Education Considering Educational Equity with a Phenomenological Approach in Schools of Golestan Province [Research Article]. *Iranian Journal of Educational Sociology*, 7(1), 66-78. <https://doi.org/10.61838/kman.ijes.7.1.7>
- Siu, O. L., Cooper, C. L., & Phillips, D. R. (2014). Intervention Studies on Enhancing Work Well-Being, Reducing Burnout, and Improving Recovery Experiences among Hong Kong Health Care Workers and Teachers. *Int. J. Stress Manag.*, 21, 69-84. <https://doi.org/10.1037/a0033291>
- Sotoudeh Moghadam, M., Cherabin, M., Akbari, A., & Zendedel, A. (2024). Designing the Policy Model of In-Service Training Suitable for the Professional Development of Teachers [Research Article]. *Iranian Journal of Educational Sociology*, 7(1), 166-178. <https://doi.org/10.61838/kman.ijes.7.1.16>
- Stewart, T. M. (2015). *The relationship between demands and resources and teacher burnout: A fifteen-year meta-analysis degree=PhD* Thesis https://trace.tennessee.edu/utk_graddiss/3367/
- Teymoriyan, A., Dolatshah, Z., & Malekshahi, M. (2018). The Relationship between Communication Skills and Job Satisfaction of High School Teachers in Ardabil. *Journal of Educational Studies*, 12, 33-42. <https://nama.ajaums.ac.ir/article-1-288-fa.html>
- Tian, L., Liu, B., Huang, S., & Huebner, E. S. (2013). Perceived social support and school well-being among Chinese early and middle adolescents: The mediational role of self-esteem. *Social Indicators Research*, 113(3), 991-1008. <https://doi.org/10.1007/s11205-012-0123-8>
- Wright, T. A., & Bonett, D. G. (1997). The contribution of burnout to work performance. *J. Organ. Behav. Int. J. Ind. Occup. Organ. Psychol. Behav.*, 18(5), 491-499. [https://doi.org/10.1002/\(SICI\)1099-1379\(199709\)18:5<491::AID-JOB804>3.0.CO;2-I](https://doi.org/10.1002/(SICI)1099-1379(199709)18:5<491::AID-JOB804>3.0.CO;2-I)
- Wright, T. A., Larwood, L., & Denney, P. J. (2002). The different 'faces' of happiness-unhappiness in organizational research: Emotional exhaustion, positive affectivity negative affectivity and psychological well-being as correlates of job performance. *J. Bus. Manag.*, 8, 109-126. <https://doi.org/10.1504/JBM.2002.141079>
- Zhang, W., He, E., Mao, Y., Pang, S., & Tian, J. (2023). How Teacher Social-Emotional Competence Affects Job Burnout: The Chain Mediation Role of Teacher-Student Relationship and Well-Being. *Sustainability*, 15, 2061. <https://doi.org/10.3390/su15032061>