

# The interplay of burnout and work engagement in the performance of teachers in the Khomas region in Windhoek, Namibia

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## Keywords

Burnout;  
Work Engagement;  
Work Performance;  
Khomas Region;  
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## Abstract

This research study explored the intricate dynamics of burnout and work engagement among teachers in the Khomas Region of Windhoek, Namibia, with the overarching purpose of quantitatively assessing the impact of burnout on work engagement and performance. Utilizing correlational research design the study used the paper to pencil survey method to collect data. Data was analysed using SPSS The findings revealed that based on the hypothesis, there is a statistically significant relationship between work engagement and Job performance. Thus, vigor dedication and absorption had a moderately high, positive and significant linear relationship with work performance. In addition, a statistically significant negative correlation between burnout and work engagement, providing empirical support for the hypothesized relationship. All burnout dimensions: exhaustion, mental exhaustion, emotional impairment and cognitive impairment had a moderate negative significant linear relationship with work performance. The significance of these statistical relationships underscores the urgency of addressing burnout as a pivotal factor influencing teacher performance. Consequently, the study posits crucial implications for Namibia in respect to industrial psychology variables for educational stakeholders, and the need for targeted interventions and evidence-based strategies to mitigate burnout and enhance work engagement among teachers in the Khomas Region.

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# 1. Introduction

## 1.1. Background

Teaching work is a rewarding yet demanding career. With extended hours and a heavy workload, it is easy to fall prey to teacher burnout (Jomuad, 2021). Teachers have an important and noteworthy function in the education field, especially in developing countries such as Namibia. Yin et al. (2021) recently noted that teacher burnout has become a prominent problem in education. It not only consumes teachers' enthusiasm for work but also reduces their work performance and hinders the development of teachers. Burnout is seen as a state of psychophysical exhaustion, deterioration of relationships, and a sense of professional ineffectiveness and disillusionment that can occur in a wide range of work contexts (Ozamiz-Etxebarria et al., 2023).

Louw et al. (2011) affirms that burnout can occur in all professions. There is a consensus from literature that burnout is predominantly common amongst professionals who help and enable people to cope with the demands of their daily lives (R. Richards, Hemphill, & Templin, 2018; García-Carmona, Marín, & Aguayo, 2019). It is known that teachers face an immense amount of stress and pressure, expected to perform exceptionally well despite the challenging circumstances they work within. The burnout rate of teachers has been reported to be increasing over the past years. Harris (2023) showed that 65% of the teachers had signs of burnout and suffer from bad physical and mental health, and his findings have also resulted in 44% of the k-12 teachers reported that they are burned out as of 2023. However, Harris (2023) notes that the burnout percentage of teachers in the year 2022 was only 36%.

In Namibia, the public sector policy posits that each teacher should have a maximum of 40 learners in their class ([www.moe.gov.na](http://www.moe.gov.na)). However, teachers get more learners than they can effectively manage because of under-resourcing. Therefore, this can create a highly demanding environment for educators. Teachers who are burned out may struggle to successfully manage their classrooms, offer excellent education, and maintain strong relationships with students and colleagues. Emotional exhaustion plays a major role in the non-productivity of a teacher, whereby stress at work can occur when individuals face job demands, pressures they do not relate to the knowledge and skills that pose a challenge to them (Mullai, 2018), which potentially impairs not only cognitive performance and achievement but also peer relationships and social interactions.

Louw and Esterhuyse (2011) investigated self-reported burnout amongst secondary school teachers in Namibia, whereby they found that teaching experience was the biographical variable that yielded the most significant positive correlation with burnout. Increased absenteeism, decreased productivity, and

higher turnover are further effects of burnout that may impact not just the school but also the academic achievement of the students. Findings confirmed that the key drivers of work stress amongst high school teachers in the Khomas Region in Namibia were the shortage of staff in schools, lack of resources; workload; poor remuneration and poor working conditions, resulting in, absenteeism and turnover of teachers, temper outbursts and suicidal thoughts amongst the teachers all of these having a negative impact on the performance of teachers (Kaupa, 2020b).

Teachers who are emotionally exhausted may become emotionally distant from their pupils and colleagues, resulting in a reduction in empathy and compassion. Brouwers and Tomic (2000) argued that teacher burnout leads to poor classroom management in dealing with learners' troublesome classroom behaviors. Whilst the reduction of personal accomplishment reflects a decreased sense of competence and accomplishment in one's work. Teachers may feel ineffective, question their own abilities, and have a diminished sense of professional achievement. Nwabuko et al., (2020) attests that teachers in Southeast Nigeria have a high prevalence of burnout which manifested as symptoms of emotional exhaustion, depersonalisation, reduced personal accomplishment, psychological distress and low levels of job satisfaction. They may begin to see their students as objects rather than people, resulting in a decrease in the quality of their bonds and interactions, and lowering their grades due to improper guidance from their teachers.

In terms of the most recent COVID-19 epidemic, that spanned from 2019 to 2021, teaching was one of the occupations most impacted. Teachers worldwide experienced a high rate of burnout during the COVID-19 pandemic (Ozamiz-Etxebarria et al., 2023b), which influenced the quality of education they provided. Trying to adapt to online teaching and at the same time going back to face-to-face teaching whilst still adhering to the COVID-19 safety rules, proved to be overwhelming for teachers. Consequently, it led to the teachers getting burned out. Due to psychological stress some teachers developed anxiety and depression. Harris (2023) has explained in his study the current state of burnout in teachers in the year 2023, attesting that the changes in the curriculum and teaching pattern were made by 45% of the teachers due to stress and loss of interest in teaching. The study investigated the relationship amongst the variables within the Namibian teachers. With a focus on the teaching profession, this research aims to examine the obstacles teachers embark on and the relationship between work performance and work engagement and burnout.

## **1.2. Problem Statement**

The teaching profession has been respected for what it contributes to society, but it has experienced diminished appreciation for the demand the job requires (Copeland-Joseph, 2022). It is speculated that

teachers face an immense amount of stress and pressure and are expected to perform exceptionally well despite the challenging circumstances they work within. In Namibia, the public sector speculates that each teacher should have a maximum of 40 learners in their class. It is quite noteworthy that burned-out teachers who lose motivation might display anger and violence towards learners and others they work with (Buck, 2006). Thus, they become less empathetic towards their students and are not passionate about preparing for their lessons, and feel less dedicated to their profession. Addressing these concerns through research could help improve the situation.

### **1.3. Research objectives**

The study seeks to explore the following objectives.

- To investigate the relationship between work engagement and work performance of teachers.
- To investigate the relationship between burnout and work performance of teachers.
- To investigate the relationship between work engagement and burnout of teachers.

## **2. Literature Review**

### **2.1 Work Engagement**

The concept of work engagement was introduced in the late 1990s (Hultell & Gustavsson, 2011). Hence, Maslach et al. (1997) defined work engagement as the direct opposite of burnout, stating that it is necessary for individuals to be engaged initially in order to burn out, and that low levels of burnout show high levels of engagement. Whereas Khan (1990) first conceptualized work engagement as the “harnessing of organizational members’ selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances” (p. 694). Consequently, work engagement is defined and operationalised in its own right as “a positive, fulfilling, work related state of mind that is characterized by vigor, dedication, and absorption” (Schaufeli et al., 2002b). Schaufeli (2012) further explained each of the three characteristics of work engagement: Vigor is characterized by high levels of energy and mental resilience while working, the willingness to invest effort in one’s work, and persistence even in the face of difficulties. Dedication refers to being strongly involved in one’s work and experiencing a sense of significance, enthusiasm, inspiration, pride, and challenge. Finally, absorption is characterized by being fully concentrated and happily engrossed in one’s work, whereby time passes quickly and one has difficulties with detaching oneself from work. Demerouti et al. (2010) emphasized the benefits of work engagement for individuals and for organizations because the way individuals accomplish their work and fulfill their tasks depends on the extent to which they are engaged in their work.

## **2.2 Performance**

Mahoney and Weitzel (1969) defined the performance of an efficient and productive action and established these criteria for appreciation of performance: productivity, planning, confidence, initiative, development, cooperation, quality of staff. Alternatively, Verboncu and Zalman (2005) supports that performance is a particular result obtained in management, economics, marketing, etc. That prints features of competitiveness, efficiency and effectiveness of the organization and its procedural and structural components. Performance can be regarded as the equivalent of competitiveness. Krause (2005) further defined performance as the degree of the achievement of objectives or the potentially possible accomplishment regarding the important characteristics of an organization for the relevant stakeholders. Consequently, performance is primarily delineated by a multifaceted array of measures. Traditionally, work performance was evaluated in terms of the proficiency with which an individual carried out the tasks that were specified in their job description (Kappagoda, 2018).

### **2.2.1 Task Performance**

Task performance is greatly significant in the field of education (Gao et al., 2021). Task performance was defined by Borman and Motowidlo (1993) as the effectiveness with which an employee performs activities that contribute to the organization's technical core, which can either be done by directly implementing a part of its technological process, or indirectly by providing it with needed materials or services. In other words, task performance is understood to be about how effectively and efficiently the employees fulfill their responsibilities (Aslan et al., 2022). In reference to teachers, is the extent to which teachers carry out their unique professional responsibilities and activities effectively. It includes effectiveness and efficiency with which they carry out their teaching tasks, such as lesson planning and delivering lessons, evaluating student progress, and offering feedback.

Task performance by teachers is essential for obtaining favorable educational results and encouraging student learning. Gül (2013) has explained that professional competence, clear job descriptions, a suitable working environment, and moral qualities are important for high task performance, a precise and reliable job description will increase. Based on a study done by Kyriakides et al. (2009), the study emphasized the significance of task performance by teachers in connection to student results. It also implies that task performance that is successful, such as clear instruction and classroom management, has a beneficial influence on student engagement and accomplishment.

### **2.2.2 Contextual Performance**

As a component of work engagement, contextual performance refers to voluntary behaviors and contributions that go beyond the formal responsibilities of a profession. In other words, contextual performance refers to discretionary behaviors on the part of an employee that are believed to directly promote the effective functioning of an organisation without necessarily directly influencing an employee's productivity (Podsakoff et al., 2000). Contextual performance in teachers is linked to several positive results. It develops a sense of connection and dedication to the school community, contributes to a healthy work environment, and increases teacher satisfaction. It also encourages collaboration and coordination among teachers, which leads to better student results.

Previous research studies have shown that contextual performance in teachers is positively related to job satisfaction, organisational commitment, and teacher effectiveness, including activities that may not represent formal work tasks, although they still make an important contribution to the effectiveness of an organization (Borman & Motowidlo, 1993). A study by Podsakoff et al. (2000), found that teachers who participated in contextual performance behaviors had greater levels of work engagement and job satisfaction.

### **2.3 Burnout**

Kimsesiz (2019) explained that the concept of 'burnout' was first introduced by Freudenberger (1974) in order to provide aid and service to people in need, especially to the related professions of human services, such as health care, social work, psychotherapy, legal services, and police work. Later, it referred to teachers who also dealt with individuals for instruction, sometimes with excessive effort and stress. Therefore, Freudenberger defined the term 'burnout' as the "gradual emotional depletion, loss of motivation, and reduced commitment" (1974, p. 159). In addition, according to Mahmoodi-Shahreabaki (2019), professional burnout is a multidimensional syndrome characterized by feelings of interpersonal disengagement, reduced accomplishment, and emotional fatigue. As suggested by many studies, persistent exposure engendered burnout to job-related stressors. Maslach et al. (2016) too defined burnout as a psychological syndrome emerging as a prolonged response to chronic interpersonal stressors on the job. The three key dimensions of this response are an overwhelming exhaustion, feelings of cynicism and detachment from the job, and a sense of ineffectiveness and lack of accomplishment.

Colomeischi (2015), in a well-conducted study, points out that burnout as a work related syndrome is a major problem with which many professionals would need to cope. Therefore, exhaustion pertains to the state of experiencing a significant level of emotional and physical strain, particularly arising from a prolonged period of demanding work activities leading to chronic fatigue. Cynicism is commonly affiliated with a diminished enthusiasm regarding one's occupation, the conviction that the

said occupation has lost its inherent significance, and an attitude of emotional detachment or apathy toward colleagues. Last, lack of professional efficacy refers to reduced feelings of efficiency, successful attainment, and accomplishment both in one's job and the organization (Koutsimani et al., 2019). Maslach (1997) has suggested that employees suffering from burnout first experience exhaustion, then depersonalization/ cynicism and reduced personal accomplishment.

### **3. Research Methodology**

In this study, a quantitative research method was used to gather information through a correlational research approach, which aimed to evaluate the extent of linkage between multiple variables. A total of 250 questionnaires were distributed; a total of 150 usable questionnaire were returned teachers from selected public and private schools located in the Khomas. Indicating a response rate of 60%. The Khomas region was selected as it is the economic hub of Namibia. The study employed the quota sampling method to determine the selection of participants. The private and public schools were distributed to acquire a representative sample; convenience sampling was used to collect data

A questionnaire was developed to collect data from the participants, the questions that were used were based on closed ended questionnaires. The research tools used were Schaufeli et al. (2020) Burnout Assessment Tool (BAT), which was used to assess teacher burnout; the Utrecht Work Engagement Scale (UWES), developed by Schaufeli et al. (2002) to measure work engagement in three dimensions: vigor, dedication and absorption, and the Individual Work Performance Questionnaire (IW PQ) developed by (Koopmans, 2015) to assess teachers' work performance.

#### **3.1. Hypotheses**

The following hypotheses were formulated for the study:

- **H<sub>1</sub>** There is a statistically significant relationship between work engagement and work performance.
- **H<sub>2</sub>** There is a statistically significant relationship between burnout and work performance.
- **H<sub>3</sub>** There is a statistically significant relationship between work engagement and burnout.

#### **3.2. Ethics**

The research study was carried out ethically, first by obtaining approval from the Director of Education with the requirement that principals of the respective schools grant permission for the research to be conducted there. Both the paper copies of the questionnaire and the link form for online submission were delivered to the principal of the school. Participants were given the option to

withdraw from participation at any time, and a written consent form guaranteeing participant confidentiality and anonymity was included with the questionnaire.

## 4. Results and Findings

### 4.1 Internal consistency

The data collection instrument's internal consistency is displayed in Table 4.1. The reliability of the research instrument was assessed using the Cronbach alpha coefficient. All research variables and constructs have acceptable reliability coefficients, according to the scales' Cronbach alpha. Nunnally (1978) states that a Cronbach's alpha value of 0.70 or higher is considered acceptable.

Table 4.1 Reliability analysis

Main Theoretical Variables	Valid N	Items Used	Cronbach's $\alpha$
<b>Burnout</b>	150	<b>23</b>	.935**
1. Exhaustion	150	8	.859**
2. Mental distance	150	5	.795**
3. Emotional impairment	150	5	.837**
4. Cognitive impairment	150	5	.911**
<b>Work Engagement</b>	150	<b>17</b>	.905**
1. Vigor	150	6	.836**
2. Dedication	150	5	.810**
3. Absorption	150	6	.779**
<b>Work Performance</b>	150	<b>18</b>	.873**
1. Task Performance	150	5	.885**
2. Contextual Performance	150	8	.897**
3. Counterproductive Work Behavior	150	5	.830**

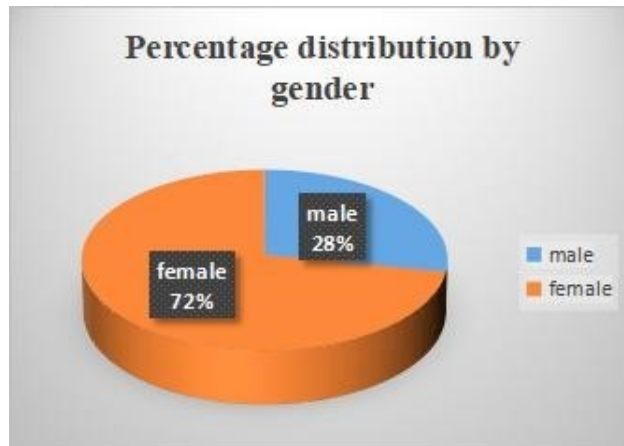
\*\*Significantly acceptable reliability

### 4.3 Demographic Variables

A basic distribution based on the study's personal biographical profile was done prior to thorough analysis of the data. The study employed a descriptive methodology to characterize the biological variables.



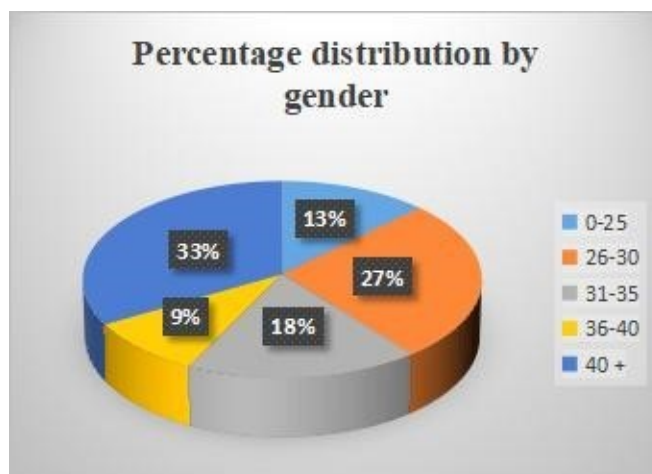
### 4.3.1 Percentage distribution by gender



4.1 Distribution of respondents by gender

Figure 4.1 shows the gender population of respondents. The majority of respondents (72%) of the sample (n = 108) were female respondents, while male respondents (28%) comprised the sample (n = 42).

### 4.3.2 Percentage distribution by age



4.2 Distribution of respondents by gender

Figure 4.2 shows the distribution of respondents depending on their age within the sample. Most respondents (33%, n = 50) are 40 years and older, followed by 26 to 30 year olds (27%, n = 40) and

31 to 35 year old (18%, n = 27), the (13%, n = 19) are the respondents aged 0 to 25 years, and the lowest age respondents (9%, n = 14) were the age group of 30 to 40 years.

#### 4.3.4 Percentage distribution by years of teaching in education

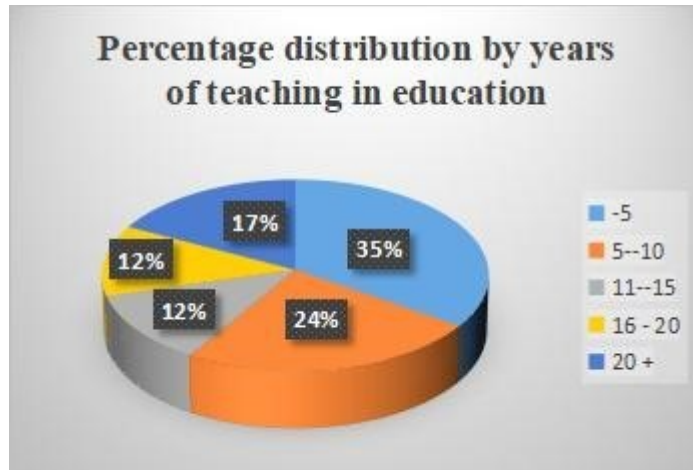


Figure 4.3 Distribution by years of teaching in education

Figure 4.3 illustrates the percentage distribution by years of teaching in the education sector. The pie chart shows that the majority of respondents (35%, n = 52) had been teaching for less than 5 years, while respondents (24%, n = 36) had been teaching for 5 to 10 years. Respondents (17%, n = 26) had been teaching for 20 years or more. Respondents who taught for 11 to 15 years and those who taught for 16 to 20 years were the lowest respondents (12% each) in the sample of (n=18 each).

#### 4.3.6 Descriptive Statistics

The descriptive statistics emphasizes on the minimum, maximum and the standard deviation for the variables.

Table 4.2 maximum and the standard deviation for the variables.

#### Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
<b>BURNOUT</b>	150	23.00	115.00	7865.00	52.4333	15.98885
<b>WORK ENGAGEMENT</b>	150	30.00	85.00	9828.00	65.5200	11.60174

<b>WORK_PERFORMANCE</b>	15 0	27.00	90.00	9163.00	61.0867	11.16739
<b>Valid N (listwise)</b>	15 0					

The minimum scored for burnout was 23.00, for work engagement was 30.00 and for work performance was 27.00. the maximum for burnout was 115.00, which was higher than the other variables, for work engagement was the least with the results of 85.00 and for work performance was 90.00. The standard deviation for burnout was high with 15.98885, while for work engagement which was 11.60174 and for work performance was 11.16739, whereby both ranged at the standard deviation of 11.

#### 4.4 Inferential analysis

To explore the relationship between the variables under study, inferential statistics were presented using Pearson correlation and hierarchical multiple regression, and the descriptive results were presented and interpreted using tables and figures containing descriptive statistics.

##### 4.4.1 H1 there is a statistically significant relationship between work engagement and Job performance.

Table 4.3 Pearson's correlation coefficient (r) and significance probabilities (p) for relations of work engagement and work performance.

<b>Work Engagement Constructs</b>	<b>Work Performance</b>	
	<b>r</b>	<b>P</b>
Work engagement	.580**	<.001
Vigor	.572**	<.001
Dedication	.453**	<.001
Absorption	.478**	<.001

*\*\*Correlation is significant level is level 0.01 (2 tailed test)*

Table 4.3 shows the correlation that applies to the first hypothesis. Research results show that there is a linear relationship between work engagement and work performance. Work engagement had a strong and positively significant linear relationship with overall work performance ( $r = .580^{**}$ ;  $p =$

<.001). Work performance had a significant and positive relationship with all dimensions of work engagement. Thus, vigor ( $r = .572^{**}$ ;  $p = <.001$ ), dedication ( $r = .453^{**}$ ;  $p = <.001$ ) and absorption ( $r = .478^{**}$ ;  $p = <.001$ ) had a moderately high, positive and significant linear relationship with work performance. On the other hand, all dimensions of work performance also had a moderate relationship with work engagement.

#### 4.4.2 H2 there is a statistically significant relationship between burnout and Work performance.

Table 4.4 Pearson's correlation coefficient ( $r$ ) and significance probabilities ( $p$ ) for relations of work engagement and work performance.

Burnout Constructs	Work Performance	
	<b>r</b>	<b>P</b>
Burnout	-.192**	.019
Exhaustion	-.211**	.010
Mental distance	-.102**	.214
Emotional impairment	-.155**	.058
Cognitive impairment	-.164**	.046

*\*\*Correlation is significant level is level 0.01 (2 tailed test)*

Table 4.4 illustrates the correlation associated with the second hypothetical framework. For the linear relationships between burnout and work performance, the results show that there is a statistically negatively significant relationship ( $r = -.192^{**}$ ;  $p = .019$ ). All burnout dimensions: exhaustion ( $r = -.211^{**}$ ;  $p = .010$ ), mental exhaustion ( $r = -.102^{**}$ ;  $p = .214$ ), emotional impairment ( $r = -.155^{**}$ ;  $p = .058$ ) and cognitive impairment ( $r = -.164^{**}$ ;  $p = .046$ ) had a moderate negative significant linear relationship with work performance.



1	.202a	.041	.034	10.97327	.041	6.318	1	148	.013	1.720
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a. Predictors: (Constant), moder2

b. Dependent Variable: WORK\_PERFORMANCE

Hierarchical multiple regression was used to examine the **effect** of burnout on the relationship between work engagement and work performance. The hierarchical multiple regression model (Table 4.6) yielded a significant level of F- statistic ( $F = 6.318$ ;  $df1=1$ ;  $p = 0.013$ ). Table 4.6 also shows that the R-squared change is 0.041, which shows that the resulting model can explain 4.1% of the variance of the dependent variable. Therefore, it can be assumed that burnout has no mediating influence on the relationship between work engagement and work performance.

## 4.5 Results Discussion

### 4.5.1 The relationship between work engagement and work performance

The primary hypothesis of the study (H1) postulated that work engagement and performance have a statistically significant relationship. The alternative hypothesis is strongly supported by the results. The study found a strong, favorable, and statistically significant linear relationship ( $r = 0.580^*$ ;  $p < 0.001$ ) between work engagement and overall work performance. Researchers have thoroughly examined the connection between these two factors, and their findings consistently point to a favorable and substantial association between work engagement and work performance. Alessandri et al. (2014) showed the association between engagement and performance is significant and work engagement intercedes the relationship with a positive orientation to performance. These results proved that effectiveness of engagement is the milestone for individual success at work, and it also inspires that the individual's optimistic view of life might have a positive performance and engagement association. In support of the positive relationship of the variables, Sittar (2020) study showed a significant relationship between work engagement and work performance among university teachers. The study concluded that all factors of work engagement vigor, dedication and absorption had a positive correlation with work performance. This finding emphasizes how crucial work engagement is in predicting job performance.

### 5.3.2 The relationship between burnout and work performance

The findings of this study revealed a statistically significant negative relationship between burnout and work performance, ( $r = -.192$ ,  $p = .019$ ). It was emphasized that job burnout could result in a number of dysfunctional attitudes affecting individual employee behavior and organisational performance, including depression, negative orientations toward colleagues, reduced work

performance, organisational commitment and job satisfaction (Kalliath, 2003; Swider & Zimmerman, 2010). Demsky et al. (2018) concluded that burnout has negative effects on cognitive functioning and decision-making, which may negatively impact work performance. They suggest that the cognitive impairment associated with burnout, such as lower attention and memory issues, impairs an individual's ability to make solid judgements and complete activities effectively, resulting in unsatisfactory work performance outcomes.

When the study examined each dimension of burnout, it was found that all dimensions were negatively related to work performance, although to varying degrees. Exhaustion; The dimension of exhaustion showed a moderately negative relationship with work performance ( $r = -.211, p = .010$ ). The negative association between general burnout and work performance is consistent with previous research and confirms that higher levels of burnout are associated with reduced work performance (Smith et al., 2017). Dyrbye et al. (2019) evaluated the relationship between burnout among nurses and absenteeism and work performance their results suggested that burnout is prevalent among nurses and likely impacts work performance (Dyrbye et al., 2019).

### **5.3.3 The relationship between work engagement and burnout**

The third research hypothesis is supported by the data in Table 4.5, which clearly show a statistically significant negative relationship between work engagement and burnout. The results showed a significant, negative linear relationship between burnout and general work engagement ( $r = -.392^{**}, p < .001$ ). This is in line with Bakker and Demerouti (2008) who supports the notion that work engagement functions as a protective factor against burnout. They propose the Job Demands-Resources (JD-R) model, which proposes that involvement may mitigate the negative impacts of job demands on burnout. Employees are less prone to experience burnout when they are highly engaged and have access to adequate job resources, according to this concept, because engagement replenishes their psychological resources. Researchers have evidently found that one of the variables shown to be consistently negatively associated with burnout was work engagement, a state of vigor, dedication, and absorption (Halbesleben, 2010; Schaufeli et al., 2006).

## **5. Managerial Implications**

The study has significant implications for both the education system and educator well-being. The results of this research highlight the urgent need for targeted interventions and support mechanisms to address teacher burnout and improve work engagement. The impact on educational institutions is significant, as burnout can lead to poorer teacher performance, higher turnover rates and ultimately a reduction in the quality of education provided to students. As suggested by Maslach and Leiter

(2016), implementing organizational strategies that promote positive work environments, provide adequate resources, and recognize teachers' contributions can be critical to alleviating burnout. Additionally, interventions such as mindfulness-based stress reduction programs, as suggested by Roeser and Peck (2009), could be integrated into teachers' professional development to improve well-being and work engagement.

It is essential for educational institutions to invest in professional development programs that provide teachers with strategies to manage stress and burnout. Additionally, creating a supportive organizational culture that values work-life balance and fosters a sense of community among teachers can contribute to sustained work engagement (Schaufeli et al., 2002). Collaboration between schools, government agencies, and mental health professionals can facilitate the implementation of comprehensive wellness programs tailored to the unique needs of teachers in each region. Henceforth pursuing such a balance between work and daily life is an important condition for becoming a professional as well as overcoming excessive immersion or burnout (Gardner et al., 2001).

## **6. Conclusions, Limitations and Future Research**

### **6.1 Conclusions**

In conclusion, this research study added to the expanding body of knowledge regarding the work performance of teachers while also offering administrators and educators useful advice on how to lessen burnout, which acts as a barrier to teacher's performance.

The findings emphasize how critical it is to prevent burnout and foster work engagement as essential components of effective teaching practice. The study concludes that more research should be done in the future to determine whether particular interventions are effective and whether socioeconomic factors have an impact on teachers' performance. The goal of this research is to spur a shared dedication to establishing a nurturing and prosperous atmosphere for the teachers, guaranteeing complete growth for them and the learners they teach.

### **6.2 Recommendations for future research**

There are many opportunities for future researchers to examine the effectiveness of specific interventions to alleviate burnout and promote teacher work engagement in different cultural and educational contexts. Longitudinal studies could provide valuable insights into the long-term effects of interventions and enable a more nuanced understanding of the dynamic relationship between burnout and work engagement. Furthermore, examining the influence of socioeconomic factors and teaching conditions on burnout and engagement may further improve the applicability of interventions. By building on this basic research, future researchers have the opportunity to contribute



to the development of targeted strategies to combat burnout and improve teacher work engagement in Namibia and beyond.

### **6.3 Limitations**

Although the study findings are key for policy makers and HR professionals in Namibia, due to the limited number of participants findings are not generalizable. A major challenge was the financial and time limitations thus the study could not cover the whole of Namibia. Due to the limited number of schools the researcher could visit for data collection, the researcher had to obtain permission from the education director to approach the schools in groups of five. This process required multiple visits to the principal's office to approve various schools, resulting in time consuming delays. One of the impediments were, some schools misplaced the questionnaires, resulting in the loss of valuable data. In addition, not all schools returned the full set of questionnaires provided to them, potentially leading to a bias in the representative of the sample, resulting in the researcher having to reprint more questionnaires to replace the questionnaires not collected. The incompleteness of the questionnaires received was also a limitation of the research study. The presence of unanswered or partially completed questions resulted in certain questionnaires being invalidated, potentially affecting the reliability and validity of the results.

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