



Prevalence and Determinants of Burnout among Nigerian Primary School Teachers: Implications for Community Psychology

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Abstract

According to studies, instructors who carry out their duties daily report significant levels of psychosocial job hazards and burnout. The nature of the association between psychosocial job hazards and teachers' burnout levels in the Nigerian context, however, are poorly supported by empirical data. Based on this fact and using age and marital status as moderating variables, this research investigated the prevalence and determinants of burnout among primary school teachers. Using a cross-sectional survey research design, a sample of 254 primary school teachers in Enugu State, Nigeria were surveyed. A 28-item psychosocial work hazards questionnaire ($\alpha = .74$) and a 25-item burnout inventory ($\alpha = 0.81$) that were fully validated and trial-tested were used to collect the data. The data were analyzed using structural equation modeling methods and hierarchical linear regression. The findings of the study revealed a high prevalence of burnout (58.3%) among rural community primary school teachers. It was also found that burnout and primary school teachers' s work hazards were positively and significantly correlated. In addition, burnout among primary school teachers significantly correlated with age and marital status. Thus, workplace psychosocial risks are effective predictors of burnout. These findings have implications for community psychology because the goals of primary education cannot be achieved unless the burnout rate among teachers is drastically reduced through the efforts of the community psychologist.

Keywords: Age, Burnout, Cross-sectional study, Marital Status, Psychosocial work hazards

Introduction

According to the literature, burnout and psychosocial job hazards are very common among Nigerian teachers. Burnout and psychosocial risks are inevitable for those in the teaching profession in the majority of nations (Ng et al., 2019). In the educational sector, special education teachers are among the professionals who are at high risk of burnout (Benigno et al., 2024). Similarly, Thomas and Reyes (2024) found that burnout is a very common problem in the teaching profession. Teachers have long struggled with burnout, which has been linked to both mental and physical health issues like melancholy and sleeplessness (Agyapong et al., 2024). According to Ng et al. (2019), psychosocial factors are experiences

that are psychologically founded and connected to a person's physical and social environment. The teaching profession faces a high degree of psychosocial stressors in the modern workplace, which, if unaddressed, can result in burnout (Sandra et al., 2019). Burnout has been associated with both workplace stress and a lack of recovery (Gluschkoff et al., 2016). According to Chirico (2016), burnout is a stress-related syndrome that has drawn a lot of attention because it is a major problem for both the affected people and society as a whole. According to Koutsimani et al. (2019), burnout is a psychological illness characterized by emotional exhaustion, cynicism, and a diminished sense of personal success.



According to Luo et al. (2016), occupational stress is adverse reactions that happen at work and can be either physical, emotional, or both. The teaching profession is one of the most susceptible to burnout syndrome, a psychiatric illness that is impacting an increasing number of professions (Vargas et al., 2016). According to Dike et al. (2021), burnout is a response to ongoing workplace stress that negatively affects individuals' general health, professional effectiveness, and personal accomplishments. This hinders the achievement of corporate goals.

According to various student demographics, academic burnout is described as mental and emotional pain (Ukamaka et al., 2021). Public school teachers frequently experience burnout and stress, which is even worse in urban schools where there are few resources and generally high job expectations (Bottiani et al., 2019). 69 percent of Nigerian healthcare professionals report experiencing burnout (Nwosu et al., 2021). According to Li et al. (2020), 53.2 percent of Chinese preschool instructors suffer from burnout. In the Rabat-Sale-Kenitra region's Center, of almost 60% of professors experience moderate to severe degrees of academic burnout (Bouhaba et al., 2021). Furthermore, in a study that incorporated nine distinct studies from eight different continents: Africa, Asia, Europe, North and South America, it was found that the pooled prevalence of burnout among teachers was 52% which is higher than burnout rates reported for health professionals (Ozamiz-Etxebarria et al., 2023). Additionally, the prevalence of burnout was lower in American studies and higher in women and school teachers compared to university educators (Ozamiz-Etxebarria et al., 2023).

Long considered a "toxic" element of the job, excessive professional stress has been connected to both poor mental and physical health (Wang et al., 2017). Burnout syndrome also poses a threat to instructors' health, the effectiveness of their lessons, and their relationships with students (Smetackova et al., 2019). Teachers play a critical role in the academic sector in ensuring that their students attain the required learning outcomes, depending on the degree of education and educational policy (Tai et al., 2019). However, if educators suffer illnesses or injuries at work as a result of workplace risks, it may negatively affect the standard of teaching and learning activities (Tai et al., 2019). The researchers chose to look into the relationship between burnout and the psychosocial job risks experienced by primary school teachers using age and marital status as moderating variables. The

notion of Job-Demand-Control-Support provided the framework for this inquiry.

Theoretical Background

Among the well-known theories/models that address the impact of work on employees' mental health is Karasek and Theorell's (1990) Job-Demand-Control-Support model. Workplace demands such as a heavy workload, job insecurity, and job-related pressure can result in psychological work hazards. According to the theory, individuals can handle these demands through job skills that provide autonomy and control. A lot of pressure at work makes people feel stressed, which is how the strategy works. Having more job autonomy and developing close relationships with coworkers and their employers will reduce stress and other psychosocial workplace dangers for employees, however. Psychosocial work hazards depend on three aspects of workers' well-being in accordance with this paradigm, namely (gaining control over the job, receiving support from colleagues, and receiving support from the supervisor) according to the tenets of this theory. In order to control your workload, you must take charge of your career. A good example is when you make a decision without consulting others. Gaining decision-making authority at work could require you to bargain with your boss. As long as you maintain control over your work, you can ask your boss for advice on key matters in order to handle stressful conditions.

Stress and psychosocial workplace risks can be decreased by receiving help from coworkers. Stress can be minimized through supervisory and coworker support. Although they are similar, they differ in terms of their health implications. Because the situation is time-sensitive and urgent, employee support is more crucial. As a result of their position of power, your coworkers and you share an egalitarian relationship. When working in a group, it can also provide companionship. Stress management can also be achieved through positive social relationships, such as receiving support from your boss. You are also less likely to leave the firm if you have your boss' support. Your boss' support can influence your attitude toward your job, as well as your job satisfaction and dedication. As well as having more influence at work, your supervisor will have more power if you work in a hierarchical organization. In the present study, this model demonstrates how organizational and personal factors influence teachers' psychosocial job hazards,



and the outcomes have strengthened the tenets of the model.

Literature Review

In a previously published study, researchers are concerned about the connection between stress, vocal anomalies, and musculoskeletal disorders among Malaysian educators (Tai et al., 2019). A similar study revealed that gender differences, marital status differences, and study characteristics all reduced the relationship between age and burnout, suggesting that they might identify high-risk individuals (Vargas et al., 2016). Moreover, another study revealed that burnout was strongly influenced by demographics, behavior patterns, and job-related variables (Luo et al., 2016). Buttressing the above, a variety of factors related to burnout were identified, such as factors related to the individual (e.g. gender, self-efficacy) as well as contextual factors (e.g. lack of shared involvement in the Individualized Education Program) (Benigno et al., 2024). The results of 27 systematic reviews by Thomas and Reyes (2024) revealed that teachers' burnout is influenced by many stress factors. Physical education teachers are at risk of occupational burnout due to differing external environments that affect their personal stress levels (Li et al., 2024). Workers of various sexes, education levels, labor contracts, work schedules, monthly earnings, weight, hypertension, age, and working years all showed statistically significant differences in the prevalence of occupational burnout (Lu et al., 2020). The total measure of burnout and its components were substantially linked with all three groups of hazards (work content, job context, and pathology) (Werner & Springer, 2021). Burnout symptoms were found to be prevalent in 85.79 percent of Chinese doctors, with some variation in burnout symptoms according to age (Zhang et al., 2020). In a related study, it was found that 83.1% of elementary school teachers in Belgrade's preschool institutions were determined to be moderately burned out, with age being a key factor in exhaustion/burnout (Tasic et al., 2020).

Psychosocial workplace hazards were linked to psychological distress after adjusting to job stress, social support and emotional exhaustion, depersonalization, and personal achievement (Bernotaite & Malinauskiene, 2017). There is a substantial negative relationship between work-related stress and job performance among teachers in the Boven Digoel district's elementary schools (Asaloei et al., 2020). The findings indicated the occurrence of

burnout among instructors of various levels, as well as the importance of teachers' demographics like level of teaching, qualification, gender, and location in with respect to burnout (Shaheen & Mahmood, 2016). In the same vein, Job status as well as other demographics like age and marital status, was found to have no bearing on the prevalence of burnout (Shaheen & Mahmood, 2016). However, it has been revealed that Burnout, occupational setting, and grade level taught had significant connections (Sadeghi & Khezrlou, 2016). On the other hand, even after correcting for sociodemographic characteristics and personal resources, the results showed that teachers' job satisfaction and school satisfaction highly predicted variation in personal, work-related, and student-related burnout (Uusitalo-malmivaara, 2017).

Among Chinese preschool instructors, burnout was linked to the type of school, income satisfaction, sadness, and perceived stress (Li et al., 2020). Psychosocial workplace hazards have played a key role in the development of burnout in elementary school teachers (Chakravorty & Singh, 2020). The study found that burnout among Indian elementary school teachers was significantly linked with general job demands and emotional job demands in a school context (Chakravorty & Singh, 2022). In today's school counselors' position, there was a statistically significant association between role stress and burnout (Maor & Hemi, 2021). The findings suggest that psychosocial risks resulting from the type of activity significantly relate to burnout (Sandra et al., 2019). Multiple regression analyses revealed that perceived life stress and job stress which are aspects of psychosocial work hazards were significant predictors of occupational burnout (Wu et al., 2021). Some demographic characteristics were shown to have significant associations with burnout (Cheptea et al., 2021). Women have also been demonstrated to be more prone to burnout than men (Cheptea et al., 2021). It was found that race, gender, and socio-economic status of teachers are significantly related to stress and burnout (Bottiani et al., 2019).

Justification for the study

The above review of literature has shown that there are empirical evidence on the relationships between psychosocial work hazards and burnout among teachers. However, it is worthy to note that the reviewed studies were conducted outside the African context thereby making one doubt what the situation will be in the Nigerian context. Hence, this research

was necessitated to fill this existing gap in the literature concerning the lack of empirical evidence on the relationship between psychosocial work hazards and burnout among primary school teachers in Nigeria. Besides, the moderating influence of age and marital status of the teachers on the relationship between psychosocial work hazards and burnout shall be estimated using the structural equation modelling approach. Thus, the researchers hypothesised that Psychosocial work hazards have a positive relationship with burnout among primary school teachers.

Materials and Methods

Research Design

Based on the results of the hypotheses testing, this study adhered to the paradigm of scientific research. An investigation based on quantitative research methodology was conducted in accordance with this scientific paradigm. The study employed a correlational survey research approach to identify the type and strength of associations between burnout and the psychosocial job risks faced by primary school teachers. Several similar studies have been conducted recently (Ugwuanyi, Okeke, & Ageda, 2020; Ugwuanyi, Okeke, & Njeze, 2020)

Area of the Study

Enugu State Nigeria was used as the study site for this research. The state of Enugu is located in the southeast of the country and borders the states of Ebonyi, Kogi, Benue, Anambra, and Abia. With a population of 722,664 and an area of 7,161 km², Enugu State has a size of 7,161 km².

Study Participants selection

The study participants were all primary school teachers in Enugu State, Nigeria, who teach in public primary schools in the study area. Using the convenience sampling approach, 254 primary school teachers were selected from the general population. Non-probability sampling, or convenience sampling, takes a sample from people who are easy to reach or contact. Covid-19 pandemic made it difficult for the researchers to obtain all of the study's target population. A number of criteria were used to select the research participants: 1) teachers must be certified teachers, 2) teachers must teach in elementary or primary schools, 3) teachers must possess certificates in education, and 4) teachers must be actively involved in teaching professional practice. The study excluded teachers who did not meet those requirements.

Measures

The researchers developed a demographic profile inventory to determine the demographic characteristics of the participating primary school teachers. Participants in this study were categorized based on their age and employment status. The researchers used the Copenhagen Psychosocial Questionnaire (COPSOQ) developed by Kristensen et al. (2005). An assessment of stress, healthy coping styles, sense of coherence, and personality qualities (coping style, sense of cohesion, etc.) is provided by the COPSOQ, a 30-item self-report questionnaire. In structuring the COPSOQ (ranging from "always" to "never"), response categories (from "somewhat" to "a great deal") were used. As well as Dutch, Chinese, Danish, English, Flemish, German, Croatian, Malaysian, Norwegian, Persian, Portuguese, Spanish, and Swedish, COPSOQ also supports Croatian, Malaysian, Persian, Portuguese, Spanish, and Swedish. It had a validity and reliability range of 0.61 to 0.81.

Also, Maslach Burnout Inventory was used for the study. Maslach and Jackson created a 25-item Maslach Burnout Inventory (MBI) to assess burnout (1981). This scale was created to assess burnout symptoms, attitudes, and feelings in burnt-out workers. The instrument was created using a four-point Likert scale, with strongly agree, agree, disagree, and strongly disagree as the options. In the MBI, four subscales are measured: emotional exhaustion (9 items), depersonalization (5 items), achievement (8 items), and involvement (3 items).

Validity and Reliability of Measures

Due to the fact that the items of the instruments were adapted from an already existing instruments which was developed and validated in a different cultural setting, the researchers had to revalidate the items of the instruments in the Nigerian context. The face validation involved the use of experts in test development and psychology while the construct validation was done by subjecting the items to factor analysis after trial testing the instruments on 50 primary school teachers. The items of the instruments had good factor loadings and thus were retained and used for the study. Thus, the items had a reliability index of 0.74 and 0.81 for COPSOQ and MBI, respectively.

Method of data collection

The study's ethical approval, as well as gatekeeper letters from the several elementary schools was received by the researchers prior to data collection. It took around four weeks to complete the data collection. The various measurements were given to each participant, and they had between 15 and 20 minutes to complete them. The participants answered the questionnaires offline after being given the tests by the researchers in their separate classes. After filling out the duplicates, the researchers were able to immediately obtain them.

Method of data analysis

A number of statistical techniques were used to analyze the data, including hierarchical multiple regression analysis and structural equation modeling. It was investigated whether teachers' demographic profiles influenced their psychosocial work hazards and burnout with hierarchical multiple regression, but the causal model was developed using structural equation modeling statistical methods to explain the moderating effect of teachers' marital status and age on psychosocial work hazards. In order to conduct the analysis, IBM-AMOS version 26.0 and SPSS version 26.0 were used. Several recent researchers have used these statistical methods in similar studies (Ani et al., 2021; Ene et al., 2021; Agboeze et al., 2021).

Results

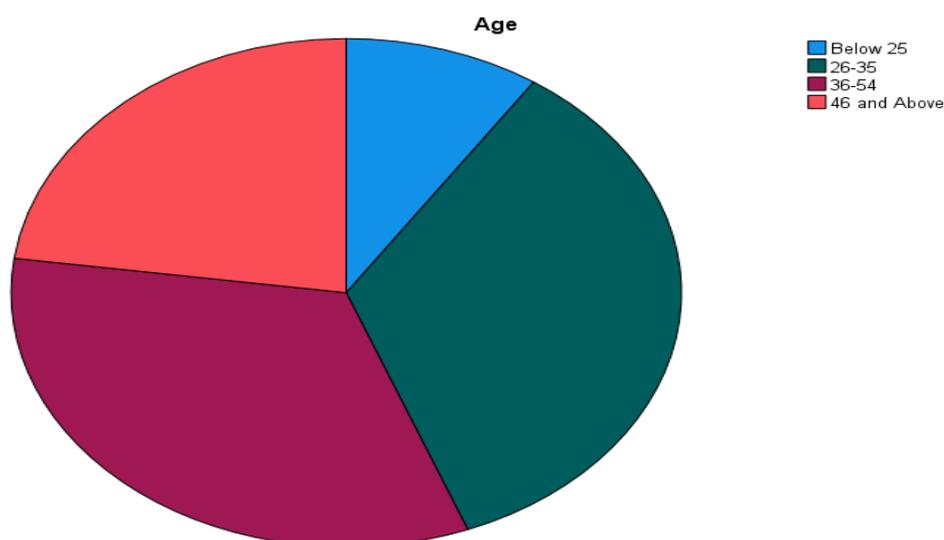


Figure 1: Pie chart representation of the participants' age

In Figure 1, 9.4% of respondents are below 25 years of age, 34.6% are between 26 and 35, 33.1% are between 36 and 45, 22.8% are over 46. A higher percentage of participants are aged 26-35, which suggests a younger age group.

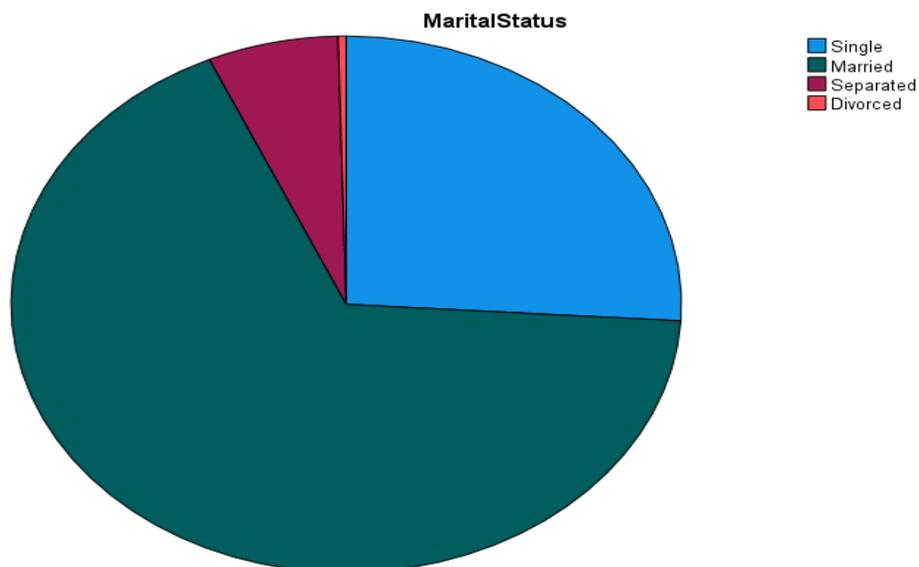


Figure 2: Pie chart representation of the participants' marital status

Figure 2 showed that 26.0% of the participants are single teachers, 67.3% are married teachers, 6.3% are separated teachers while .4% is divorced. This indicates that the majority of the participants are married teachers.

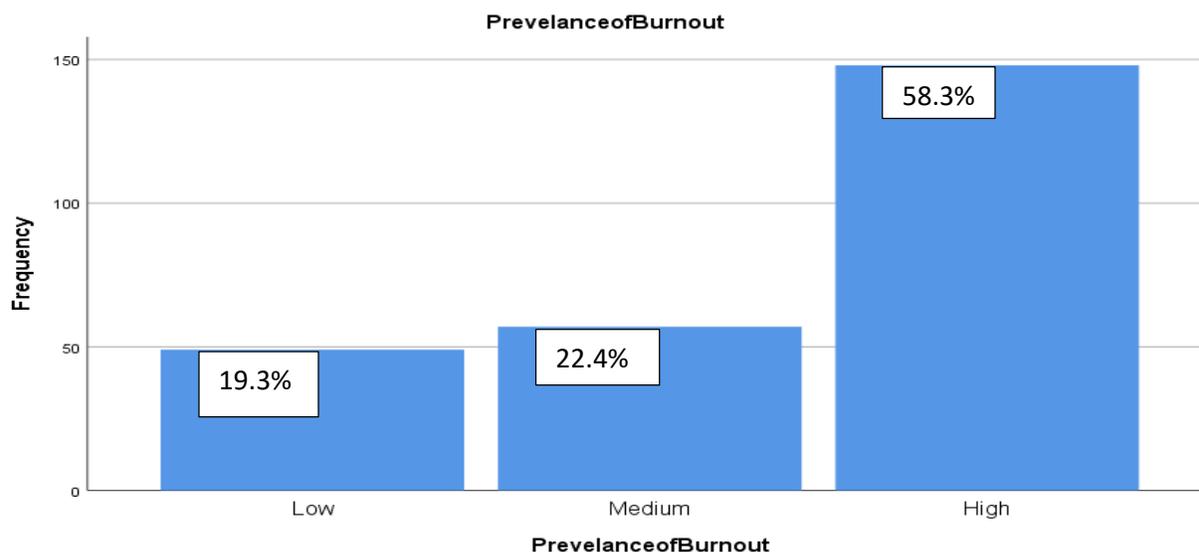


Figure 3: Prevalence of Burnout among primary school teachers

Figure 3 indicates that there is a high prevalence of burnout (58.3%) among primary school teachers in Nigeria.

Table 1

Hierarchical linear regression of the relationship of age and marital status with primary school teachers' burnout

Model	R	R ²	Model	Sum of Squares	df	Mean Square	F	Sig.
1	.151	.023	Regression	1826.578	1	1826.578	5.86	.016 ^b
			Residual	78527.611	252	311.618	2	
			Total	80354.189	253			
2	.179	.032	Regression	2569.474	2	1284.737	4.14	.017 ^c
			Residual	77784.715	251	309.899	6	
			Total	80354.189	253			

a. Dependent Variable: Burnout, b. Predictors: (Constant), Age, c. Predictors: (Constant), Age, Marital Status

Table 1 showed that age of primary school teachers had a significant relationship with their burnout, $R(254) = .151$, $R^2(254) = .023$, $F(1, 252) = 5.862$, $p = .016$. Similarly, age and marital status as hierarchical regression model 2 had significant relationship with

their burnout, $R(254) = .179$, $R^2(254) = .032$, $F(1, 252) = 4.146$, $p = .017$. Figure 4 showed the normal P-P plot of regression standardized residual for the hierarchical models of age and marital status on burnout among teachers.

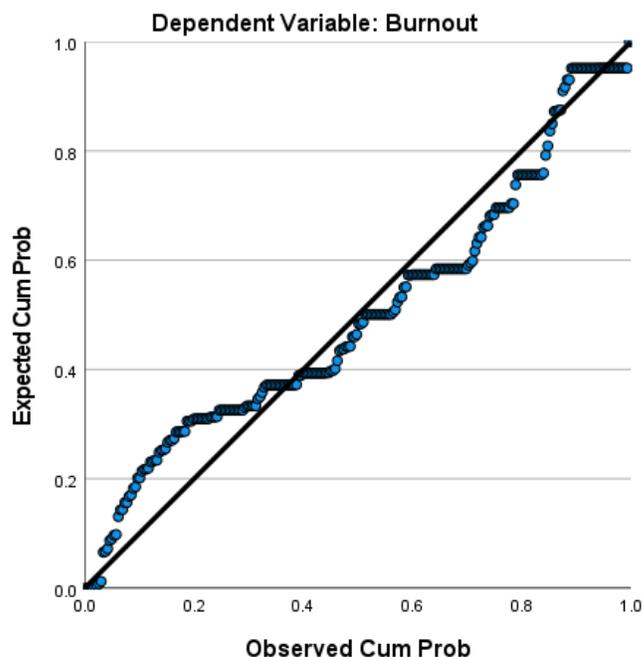


Figure 4: Normal P-P Plot of Regression Standardized Residual for burnout

Table 2

Hierarchical linear regression of the relationship of age and marital status with primary school teachers' psychosocial work hazards

Model	R	R ²	Model	Sum of Squares	df	Mean Square	F	Sig.
1	.259	.067	Regression	21643.449	1	21643.449	18.068	.000 ^b
			Residual	301870.665	252	1197.899		
			Total	323514.114	253			
2	.335	.112	Regression	36269.523	2	18134.762	15.847	.000 ^c
			Residual	287244.591	251	1144.401		
			Total	323514.114	253			

a. Dependent Variable: Psychosocial work hazards, b. Predictors: (Constant), Age, c. Predictors: (Constant), Age, Marital Status

Table 2 showed that age of primary school teachers had a significant association with psychosocial work hazards, $R(254) = .259$, $R^2(254) = .067$, $F(1, 252) = 18.068$, $p = .000$. Similarly, age and marital status as hierarchical regression model 2 had a significant association with their psychosocial work hazards, R

$(254) = .335$, $R^2(254) = .112$, $F(1, 252) = 15.847$, $p = .000$. Figure 5 showed the normal P-P plot of regression standardized residual for the hierarchical models of age and marital status on psychosocial work hazards among teachers.

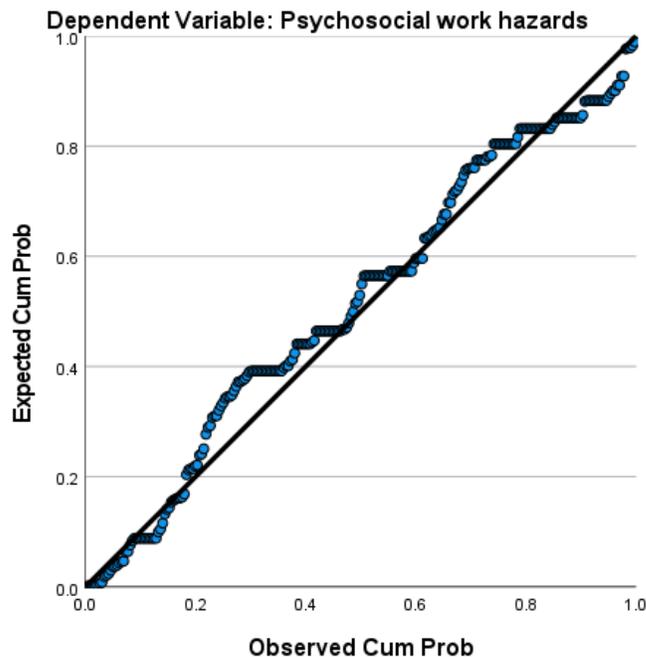


Figure 5: Normal P-P Plot of Regression Standardized Residual for psychosocial work hazards

Table 3
 Standardised regression coefficients of the various paths in the structural model

		Estimate	S.E.	C.R.	p
Burnout <---	Marital Status	.185	5.173	1.155	.248
Burnout <---	Psychosocial	.370	.031	5.984	.000
Burnout <---	Age	.432	5.292	1.567	.000
Burnout <---	Age_Marital Status	-.460	2.488	-1.381	.000

Table 3 showed that marital status had a significant path coefficient with burnout, $\beta = .185, p = .05$. Psychosocial work hazards had a significant path coefficient with burnout, $\beta = .370, p < .05$. On the other, the age of the primary school teachers had a significant path coefficient with burnout, $\beta = .432, p < .05$. Finally, it was found that age and marital status had a significant interaction effect on burnout among

primary school teachers, $\beta = -.460, p < .05$. Besides, Figure 6 represents the causal model for the explanation of the relationships between teachers' age, marital status, age_marital status, psychosocial work hazards, and burnout. It was revealed that the data fitted the model with a root mean square error of approximation (RMSEA) of 0.46 and a goodness of fit index (GFI) of .976.

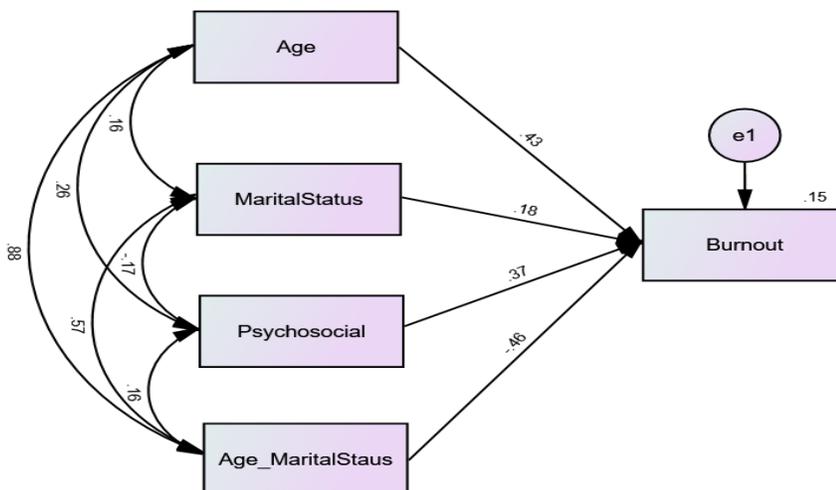


Figure 6: Standardised path diagram for the causal model

Table 4

Analysis of the moderating influence of age and marital status on the relationship between psychosocial work hazards and burnout

	coeff	se	t	p	LLCI	ULCI
constant	34.0852	8.7062	3.9150	.0001	16.9382	51.2321
Psychosocial	.3153	.0834	3.7787	.0002	.1510	.4797
Age	6.5507	3.3806	1.9378	.0538	-.1073	13.2088
Int_1	-.0531	.0309	-1.7196	.0867	-.1139	.0077
Marital Status	15.5150	5.6732	2.7348	.0067	4.3417	26.6884
Int_1	-.1545	.0525	-2.9446	.0035	-.2579	-.0512

Table 4 revealed that age does not significantly moderate the relationship between primary school teachers' psychosocial work hazards and burnout, $t = -1.7196$, $p = .0867$. However, marital status had a significant moderate effect on the relationship between primary school teachers' psychosocial work hazards and burnout, $t = -2.9446$, $p = .0035$. This implies that the relationship between psychosocial work hazards and burnout of teachers is influenced by their marital status.

Discussion

This research explored the prevalence and determinants of burnout among primary school teachers. The findings of the study showed that there is a high prevalence of burnout among primary school teachers in rural communities in Nigeria. In line with this finding, it was found that burnout symptoms were found to be prevalent in 85.79% of Chinese doctors, with some variation in burnout symptoms according to age (Zhang et al., 2020). Overall, 251 (83.1%) of elementary school teachers in Belgrade's preschool institutions were determined to be moderately burned out, with age being a key factor in exhaustion/burnout (Tasic et al., 2020). The findings of Alqassim et al. (2022) equally showed that the majority of educators displayed signs of burnout. Similarly, Ozamiz-Etxebarria et al. (2023) revealed that the prevalence of burnout among teachers was 52% which is higher than burnout rates reported for health professionals.

On the other hand, the findings revealed that primary school teachers' psychosocial work hazards had a significant positive relationship with burnout. Similarly, the age and marital status of primary school teachers had significant relationships with burnout. However, while age had no significant moderating effect on the relationship between primary school

teachers' psychosocial work hazards and burnout, marital status significantly moderated such a relationship. These findings imply that the more primary school teachers experience psychosocial work hazards, the more they experience burnout which is also positively related to their age and marital status. This finding is not strange as psychosocial hazards have been found to have an impact on workers' psychological and physical well-being, as well as their capacity to interact with others in the workplace. Such hazards can induce behavioral and psychological effects like occupational burnout, anxiety disorders, and depression in workers. These findings are in agreement with recent empirical findings.

In line with the above findings, it was found that contextual factors, gender, self-efficacy) determine burnout among teachers (Benigno et al., 2024). Thus, Thomas and Reyes (2024) revealed that teachers' burnout is influenced by many stress factors. Moreso, it was revealed that teachers are at risk of occupational burnout due to differing external environments that affect their personal stress levels (Li et al., 2024). Perceived life stress and job stress, both of which are components of psychosocial work hazards, were found to be significant predictors of occupational burnout in multiple regression models (Wu et al., 2021). Burnout among Indian primary school teachers was found to be highly associated with general job demands and emotional job demands in a school setting, according to the study (Chakravorty & Singh, 2022). After correcting for occupational stress, social support, emotional exhaustion, depersonalization, and personal success, psychosocial workplace hazards were connected to burnout (Bernotaite & Malinauskiene, 2017). Overall, 251 (83.1%) of primary school teachers in Belgrade's preschool institutions were found to be moderately

burned out, with age being a major determinant in burnout (Tasic et al., 2020).

Workers of diverse sexes, education levels, labor contracts, work schedules, monthly incomes, weight, hypertension, age, and working years all exhibited statistically significant differences in occupational burnout prevalence (Lu et al., 2020). All three kinds of psychosocial work hazards (work content, job context, and pathology) were significantly connected to the total measure of burnout and its components (Werner & Springer, 2021). Teachers in the Boven Digoel district's elementary schools had a significant negative association between work-related stress and job performance (Asaloei et al., 2020). Gender, marital status, and study characteristics all attenuated the link between age and burnout, implying that they could be useful in detecting high-risk groups (Vargas et al., 2016). Burnout was associated with the type of school, income satisfaction, unhappiness, and stress among Chinese preschool teachers (Li et al., 2020). Burnout among elementary school teachers has been linked to psychosocial job hazards (Chakravorty & Singh, 2020). It was found that psychosocial risks associated with the type of work are significantly linked to burnout (Sandra et al., 2019). Some demographic variables were strongly linked to burnout (Cheptea et al., 2021).

Implication for Community Psychology

The findings of this study have implications for community psychology. The presence of a high prevalence of burnout among rural community teachers in Nigeria is very inimical to effective teaching at that level of education and needs the expertise of the community psychologist to remedy the situation. In order to promote positive change, health, and empowerment at the individual and systemic levels, community psychology integrates social, cultural, economic, political, environmental, and international aspects in addition to an individual focus. In this regard, community psychologists must help educators in ways that go beyond traditional psychotherapy; they must conduct action-oriented research to create, implement, and assess programs; they must work toward a scientific foundation to gain a deeper understanding of the various ways in which the social environment affects health and wellness; and they must encourage cooperative relationships with members of the community and educational institutions to address work-related issues and advance wellness.

Contributions of the Research

This research has established in the Nigerian context that there is a high prevalence of burnout among rural community primary school teachers and revealed that psychosocial work hazards are significantly associated with burnout among teachers. Also, it was found that both age and marital status of teachers determine the level of burnout among them not minding that only marital status significantly moderated the relationship between psychosocial work hazards and burnout while age does not. These findings have strengthened the tenets of the Job-Demand-Control-Support model that provided the theoretical basis for this research. Similarly, the findings supported the findings of similar research done across the globe. This research is unique in the sense that it is the first attempt to carry out a cross-sectional survey study on the prevalence and determinants of burnout among primary school teachers in Nigeria.

Limitations of the Research

The findings of this research may be limited in terms of their generalizability due to fact that only the age and marital status of the primary school teachers were considered for this research among other demographics of the teachers. Secondly, because both the outcome and the exposure are evaluated at the same time in a cross-sectional survey, the temporal link between the outcome and the exposure cannot be detected. Based on these limitations, it becomes imperative to replicate this research by putting those factors into consideration.

Conclusion and Recommendations

Based on the outcomes of this research, the researchers concluded that psychosocial work hazards are significant determinants of burnout among primary school teachers. In other words, the presence of psychosocial work hazards creates room for burnout among the teachers and this will lead to low work output by the teachers. Besides, the teachers' demographics (age and marital status) are determining factors of burnout among teachers. Thus, it is recommended that effective strategies for managing psychosocial work hazards among teachers should be developed to reduce the incidence of psychosocial work hazards as well as burnout among teachers.



Data Availability Statement Information

The data for this research are at the custody of the lead author and can be made available on request.

Authors' Contribution Statement

The field work for this research was conducted by both authors while the manuscript was developed by Christian Ugwuanyi and professionally edited by Chinedu Okeke who made impactful contributions to the development of the manuscript.

Consent to Participate Declaration

Before the data collection began, each participant received a written informed consent form dated July 22, 2022. These consent forms were created by the researchers. The consent papers were reviewed and signed by the participants to attest to their willingness to fully participate in the study. The consent's scope encompassed the participants' participation, data use, and consent to publish. Each participant was given thorough information on the goal of the study, the intended use of their data, the guarantee of their anonymity, and any risks involved in participating.

Clinical Trial Number

This is not applicable

Declaration Section

Ethical approval statement

The ethical approval for the conduct of this research was granted by the Faculty of Education, University of Nigeria, Research Committee on Ethics. We attest that all aspects of this study were conducted in compliance with the University of Nigeria's policies for research involving human subjects. This study's ethical approval number, REC/FOE/2022/00016, was granted on June 1st, 2024.

Informed consent statement

Written informed consent forms dated June 24th, 2022, were given to each participant before the start of the data collection. The researchers wrote these consent forms. To confirm their agreement to fully participate in the study, the participants were asked to read and sign the consent forms.

Consent to participate and publish

The participants' involvement, data use, and consent to publish were all included in the consent's scope. Every participant received comprehensive information on the research's purpose, how their data would be used, the

assurance of their anonymity, and any dangers associated with taking part.

Funding Statement

There is no available funding for this research

Data availability statement

The data for this research are available and can be made available on request.

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