

TEACHERS' WELL-BEING AS PREDICTORS OF EFFECTIVE TEACHING IN PUBLIC PRIMARY SCHOOLS IN OGUN EAST SENATORIAL DISTRICT, OGUN STATE

Iyabo Mosubusola ADEBANJO, PhD
Department of Childhood Education,
Tai Solarin University of Education, Ijagun, Ogun State, Nigeria
GSM: +2348166238484
Email: iyaboadebanjo68@gmail.com

Abstract

Effective teaching in public primary schools is crucial because it directly and positively impacts pupils' academic performance, holistic development, and long-term life outcomes. The study examined teachers' well-being as predictors of effective teaching in public primary schools in Ogun East Senatorial District. It was guided by three purposes. A descriptive survey research design, involving 367 teachers out of 4,490 public primary school teachers in the Ogun East Senatorial District of Ogun State, as of the 2024/2025 academic session. A researcher developed a questionnaire tagged 'Teacher Wellbeing and Effective Teaching Questionnaire (TWBETQ)' with a reliability coefficient ($r = .88$), which was used for data collection. Inferential statistics of Pearson Product-Moment Correlation (PPMC) was used for testing hypotheses 1 and 2, while hypothesis 3 was tested using regression analysis. The findings of the study revealed that there was a significant positive relationship between teacher job satisfaction and effective teaching in public primary school ($r = .521, p < .05$), there was a significant negative relationship between teacher burnout and effective teaching in public primary school ($r = -.443, p < .05$) and that there was significant composite contribution of independent variables on the dependent variable; $R = 0.903, p < .05$. About 81% of the variance in effective teaching was accounted for by the linear combination of the independent variables. The ANOVA results from the regression analysis showed that there was a significant influence of the independent variables on the dependent variables; $F(3, 355) = 3140.800, p < .05$. The study recommended offering competitive compensation, providing professional development, ensuring manageable workloads, and promoting shared decision-making. Establishing clear classroom expectations, utilising data-driven instruction, fostering positive relationships, incorporating technology, and engaging in peer observation.

Keywords: Teachers' Wellbeing, Job Satisfaction, Burnout, Effective Teaching

Introduction

The achievement of the school's goal lay in the teachers' level of teaching effectiveness. Teacher teaching effectiveness in primary school is vital because it directly boosts pupils' achievement, builds foundational skills (literacy, numeracy, critical thinking), fosters love for learning, develops social-emotional skills (confidence, resilience), and creates inclusive environments, ultimately shaping children's lifelong

success and future potential by ensuring quality instruction, personalised support, and positive classroom dynamics. As stated by Baert et al. (2020), effective teaching in primary school yields significant benefits that extend beyond academics, fostering holistic student development, improved academic achievement, and positive societal outcomes. According to Vedeckina and Francesca (2021), primary school teachers faced challenges like large class size, inadequate resources, heavy workloads, lack of support, and difficulties managing diverse learning needs, leading to burnout and reduced effectiveness; issues also stem from low pay, poor school leadership, and lack of parental involvement, all hindering quality instruction and student outcomes.

Effective primary school teaching is crucial in Nigeria because it establishes the foundational skills for all future learning and is the bedrock of individual and national development. Quality instruction at this level is a prerequisite for a skilled workforce, economic prosperity, and social cohesion. Primary education is the base upon which all other levels of education (secondary and higher) are built. Without a solid start, the entire educational system risks failure, as students will lack essential literacy and numeracy skills needed for advanced studies. At this level of education, effective teachers ensure pupils acquire critical skills in reading, writing, arithmetic, and digital literacy, as well as transferable skills like critical thinking, creativity, and communication. Okoro and Anyanwu (2020) contended that effective teaching is directly linked to better pupils' academic performance and higher retention rates. Teachers who use modern, pupil-centred, and adaptive pedagogical methods are more likely to achieve desired learning outcomes. In essence, effective primary school teaching determines the quality of the future Nigerian workforce and leadership, making it a critical investment for the country's progress and global competitiveness (Clemente-Suárez et al., 2024).

As reported by Chinatu and John (2021), many primary schools in Nigeria, especially public ones, face limited funding, leading to a scarcity of basic infrastructure, modern technology, and essential teaching materials, eroding the level of effective teaching, and teachers often have to be creative or even use their own funds to provide necessary resources. Again, budget cuts can lead to an increased pupils-to-teacher ratio, making it nearly impossible to give each pupil the crucial one-on-one attention they need,

which negatively impacts learning quality and teacher effectiveness. Inadequate teaching directly results in low grades and failure in examinations. Pupils often struggle to grasp basic concepts, creating knowledge gaps that hinder future learning. Also, teachers who are dispassionate, boring, or unsupportive can stifle a pupil's natural curiosity, making education a tedious experience and leading to a lack of motivation to learn. Literature has indicated that poor teacher welfare compromises primary school teaching effectiveness by directly impacting their motivation, mental and physical health, commitment, and overall job performance. This creates a negative cycle that ultimately hinders pupils' academic and emotional development (Matías et al., 2025).

Teacher well-being is a crucial state of being healthy, happy, and fulfilled in their demanding profession, encompassing personal satisfaction, low burnout, and effective functioning, directly impacting pupils' outcomes and retention, and is influenced by workload, school support, leadership, and strong teacher-pupils' relationships, requiring systemic solutions alongside individual strategies like mindfulness and mentorship (Abubakar et al., 2020). It was perceived that teacher well-being benefits primary school pupils by creating a positive, stable, and supportive learning environment that leads to improved academic performance, better social and emotional development, and enhanced overall well-being (Viac & Pablo, 2020). However, for the purpose of this study, variable measurement, job satisfaction and burnout were used as indicators for teacher wellbeing. Primary school teacher job satisfaction stems from seeing pupils' growth and creativity but is heavily impacted by workload, school climate (especially pupils' behaviour/discipline), leadership, resources, and external factors like pay/promotion, with intrinsic rewards often battling extrinsic challenges for overall fulfilment (Soomro et al., 2023). Positive factors include good leadership, supportive colleagues, student progress, and autonomy, while poor conditions, excessive paperwork, and lack of resources decrease it.

Dahiru and Aji (2025) agreed that satisfied teachers are less likely to leave the profession, which helps address teacher shortages and the disruptive impact of high turnover on schools. And teaching effectiveness. Bahtilla et al. (2021) concurred that job satisfaction leads to higher individual and collective staff morale, encouraging teachers to work hard, persist through challenges, and show greater commitment to their schools'

goals. They also asserted that positive emotions and job satisfaction make teachers more likely to interact and collaborate with their colleagues, which can improve overall lesson quality and teaching effectiveness, and job satisfaction contributes to a supportive and positive school climate characterised by trust, respect, and effective communication among staff and leadership. According to Dalton and Arpon (2024), satisfied teachers demonstrate higher levels of engagement, dedication, and enthusiasm in the classroom, which inspires pupils to learn and grow. Also, teachers with higher job satisfaction are more inclined to adopt innovative and effective instructional approaches, leading to higher quality lessons, providing more emotional support, constructive feedback, and individualised attention, which enhances pupils' self-esteem and motivation.

In fact, Ejuchegahi (2023) contended that higher teacher job satisfaction is consistently linked to positive pupils' attitudes, better behaviour, increased engagement, and improved academic performance and test scores through effective teaching, and it also helps pupils build self-efficacy and interest in the subjects they are learning. In essence, prioritising primary school teachers' wellbeing through job satisfaction creates a virtuous cycle where motivated, committed teachers provide high-quality instruction in a supportive environment, ultimately leading to improved student success and overall teaching effectiveness.

Teacher burnout in public primary schools is a state of chronic stress leading to emotional exhaustion, depersonalization (detachment), and reduced accomplishment, driven by overwhelming workloads, classroom management, parental conflict, lack of administrative support and systemic pressures, resulting in decreased effectiveness, absenteeism, low motivation and potential leaving the profession, impacting both the teacher and pupils' outcomes (Osuji et al., 2022).

Moses and George (2025) reported that burned-out teachers struggle to maintain engagement and enthusiasm in their lessons, leading to less dynamic and effective instruction, as well as lesson preparation is often done with less effort and creativity, lowering the quality of education provided and teaching effectiveness. Teacher burnout is linked to lower pupils' academic achievement, reduced pupils' motivation, and increased pupils' level of disengagement. Schaufeli et al. (2020) agreed that pupils of burned-out

teachers are also more likely to experience stress and behavioural problems, and teachers experiencing burnout often have more hostile interactions with pupils, feel irritated when pupils don't follow instructions, and generally create an unsupportive and disruptive classroom atmosphere. In the study of Skaalvik et al. (2020), they found that burnout causes increased teacher absenteeism and a higher likelihood of teachers leaving the profession altogether, which exacerbates staffing issues and creates a cycle of stress for remaining staff. Also, burnout leads to excessive stress, fatigue, anxiety, depression, and a diminished sense of personal accomplishment, which directly impacts a teacher's ability to deliver effective teaching.

Literature Review

In the study conducted by Abubakar et al. (2020) on how teacher being and effectiveness could be attained through professional development. The findings depicted that teacher professional development directly influence wellbeing of secondary school teachers; and Ejuchegahi (2023) in separate study revealed that higher teacher job satisfaction is consistently linked to positive pupils' attitudes, better behaviour, increased engagement, and improved academic performance and test scores through effective teaching and it also helps pupils build self-efficacy and interest in the subjects they are learning. Moses and George (2025) found that burned-out teachers struggle to maintain engagement and enthusiasm in their lessons, leading to less dynamic and effective instruction, as well as lesson preparation often done with less effort and creativity, lowering the quality of education provided and teaching effectiveness. Teacher burnout is linked to lower pupils' academic achievement, reduced pupils' motivation, and increased pupils' level of disengagement. Skaalvik et al.'s (2020) findings revealed that burnout causes increased teacher absenteeism and a higher likelihood of teachers leaving the profession altogether, which exacerbates staffing issues and creates a cycle of stress for remaining staff. Dalton and Arpon (2024) concluded that satisfied teachers demonstrate higher levels of engagement, dedication, and enthusiasm in the classroom, which inspires pupils to learn and grow. In the empirical investigation of Schaufeli et al. (2020), they found that pupils of burned-out teachers are also more likely to experience stress and behavioural problems, and teachers experiencing burnout often have more hostile interactions with pupils, feel

irritated when pupils don't follow instructions, and generally create an unsupportive and disruptive classroom atmosphere.

However, there have been different empirical studies on the factors affecting effective teaching in public primary school, but dearth of literature reported on the composite contribution of teachers' wellbeing as measured by job satisfaction and burnout as predictors fostering effective teaching in public primary school in Ogun East Senatorial District of Ogun State, Nigeria. This was the gap filled by this study.

Theoretical Framework

The theoretical framework for this study was Social Learning Theory (SLT), and it was propounded by Albert Bandura in 1977. Social Learning Theory, developed by Albert Bandura, posits that pupils learn new behaviours, attitudes, and emotional reactions primarily by observing others (modelling) within a social context, not just through direct experience or reinforcement. It emphasises a reciprocal interaction between personal factors (cognition, beliefs), environmental influences (what we see others do), and behaviour, highlighting that learning involves attention, retention, reproduction, and motivation, and includes observing the rewards or punishments others receive (vicarious reinforcement).

In line with the current study, social learning theory states that for teachers' well-being to influence teaching effectiveness and pupil outcomes through mechanisms of observational learning, modelling, and self-efficacy. SLT posits that pupils learn by observing the behaviours, attitudes, and emotional reactions of others. In a classroom setting, the teacher serves as a powerful model. When teachers exhibit high levels of well-being, pupils observe and may imitate these positive emotional states and coping mechanisms. Conversely, a teacher experiencing low well-being (e.g., stress, burnout, emotional exhaustion) might model fewer effective behaviours, which pupils may then internalise or replicate.

The relevance of theory to the study was that Social Learning Theory (SLT) provides a strong framework for understanding how teachers' wellbeing influences their teaching effectiveness, which in turn impacts pupil outcomes, primarily through

modelling, self-efficacy, and environmental factors. This implies that teachers with good well-being are better able to manage their own emotions. They model positive coping mechanisms, patience, and enthusiasm for learning. Conversely, a stressed or burnt-out teacher might inadvertently model anxiety, frustration, or disengagement, which pupils then observe and potentially imitate.

Statement of the Problem

Ideally, effective teaching in public primary schools is crucial because it directly and positively impacts pupils' academic performance, holistic development, and long-term life outcomes. Quality instruction is the primary in-school factor for translating educational policy into action and ensuring pupils gain foundational knowledge and skills. However, effective teaching in public primary school in Ogun East senatorial district, Ogun State hinges on a mix of teacher quality (skills, motivation, support), supportive school environment (leadership, resources, culture), pupils' factors (background, engagement, health), and adequate resources (facilities, materials, good salaries), all blending to create conducive learning, though often hampered by underfunding, large classes, and poor infrastructure. The contemporary situation of teaching in public primary school in the senatorial district cannot be averred to be effective because the quality of pupils produced feel below their counterpart from private schools as many do not pose the required skills such as well-rounded set of academic, social, emotional, and practical life skills that form the foundation for lifelong learning and success in secondary education and beyond. These skills go beyond traditional academics and are crucial for navigating complex social dynamics and future challenges. However, the Nigerian government has taken several steps to improve teaching effectiveness in public primary schools through policies, funding, and professional development programmes, primarily coordinated through the Universal Basic Education (UBE) Commission. Despite that, teaching effectiveness in public primary schools has still been eroded and based on this, the current study sought to examine how teachers' well-being could act as predictors fostering effective teaching in public primary schools in Ogun East Senatorial District.

Purposes of the Study

The main purpose of the study was to examine whether teachers' well-being could predict effective teaching in public primary schools in Ogun East Senatorial District, Ogun State, Nigeria. Specifically, the study sought to:

1. Ascertain the relationship between teacher job satisfaction and effective teaching in public primary schools in Ogun East Senatorial District.
2. Find out the relationship between teacher burnout and effective teaching in public primary schools in Ogun East Senatorial District.
3. Examine the composite contribution of teacher wellbeing (teacher job satisfaction and burnout) on effective teaching in public primary schools in Ogun East Senatorial District, Ogun State, Nigeria.

Hypotheses

H₀₁: There is **no** significant relationship between teacher job satisfaction and effective teaching in public primary school in Ogun East Senatorial District.

H₀₂: There is **no** significant relationship between teacher burnout and effective teaching in public primary schools in Ogun East Senatorial District.

H₀₃: Teacher wellbeing (job satisfaction and burnout) does **not** significantly predict effective teaching in public primary schools in Ogun East Senatorial District.

Methodology

The study used a descriptive research design of a survey type. The justification for using this design was that the responses of the teachers were needed towards the attainment of the objectives. The aggregate population of the study covered 4,490 public primary school teachers with 315 schools in the Ogun East Senatorial District of Ogun State as of the 2024/2025 academic session. The sampling procedure was a stratified sampling technique in which the stratification was based on local governments in the senatorial district. However, stratified sampling was a probability sampling method used to increase

the accuracy, representation, and efficiency of research, particularly when the target population is diverse and contains distinct subgroups. It involved dividing the population into homogeneous, non-overlapping groups (strata) based on shared characteristics such as age, gender, and then randomly sampling from each. The sample size was 367 teachers using the Taro Yamane formula. The researcher developed a questionnaire, tagged 'Teacher Wellbeing and Effective Teaching Questionnaire (TWBETQ)' was utilised for collecting the needed information for the study. The instrument was apportioned into 4 segments, namely sections 1, 2, 3, and 4, which embodied demographic features of the respondents, teachers' job satisfaction, burnout, and effective teaching related items, respectively, with 20 items in all. Thereafter, the questionnaire was subjected to validation by three experts in the Department of Early Childhood, Tai Solarin Federal University of Education, Ogun State. A total of 20 primary school teachers from Ogun Central Senatorial District took part in the reliability exercise of the study, and the data collected were subjected to Cronbach's Alpha, which yielded $r = .88$ as the reliability coefficient.

In terms of ethical consideration, participation was entirely voluntary, with respondents providing their consent before taking part in the study. This consent was to ensure that participants were fully aware of the study's purpose, their role, and any potential risks involved. Anonymity and confidentiality were strictly upheld, with personal information kept secure and used solely for the purposes of the research. The researcher employed three trained research assistants in the distribution of the questionnaires to the respondents. However, out of 367 copies of questionnaires distributed for administration, only 358 were retrieved, and the retrieval rate was reported as 97.5%, used for analyses. Inferential statistics of Pearson Product-Moment Correlation (PPMC) was used for testing hypotheses 1 and 2, and hypothesis 3 was tested using regression analysis.

Results

H₀₁: There is **no** significant relationship between teacher job satisfaction and effective teaching in public primary school in Ogun East Senatorial District.

Table 1: PPMC results showing the relationship between teacher job satisfaction and effective teaching in public primary schools in Ogun East Senatorial District

Variables	Mean	SD	df	r-value	p-value
Effective teaching	51.82	15.93			
Teacher job satisfaction	24.90	11.62	358	.521	.002

Source: Field Survey, 2025

Table 1 depicted that there was a significant relationship between the explanatory variable and the dependent variable in the order of ($r = .521, p < .05$). On this premise, the researcher concluded that the null hypothesis was not true and that there was a significant positive relationship between teacher job satisfaction and effective teaching in public primary school in Ogun East Senatorial District. This result implied that effective teaching would bring about teacher job satisfaction.

H₀2: There is **no** significant relationship between teacher burnout and effective teaching in public primary schools in Ogun East Senatorial District.

Table 2: PPMC results on the relationship between teacher burnout and effective teaching in public primary schools in Ogun East Senatorial District

Variables	Mean	SD	df	r-value	p-value
Effective teaching	51.82	15.93			
Teacher burnout	-19.03	12.07	358	-.443	.002

Source: Field Survey, 2025

Table 2 showed that there was a significant relationship between the explanatory variable and the dependent variable in the order of ($r = -.443, p < .05$). On this premise, the researcher concluded that the null hypothesis was not true and that there was a significant negative relationship between teacher burnout and effective teaching in public primary school in Ogun East Senatorial District.

H₀3: Teacher wellbeing (job satisfaction and burnout) does **not** significantly predict effective teaching in public primary schools in Ogun East Senatorial District.

Table 3: Composite influence of the explanatory variables on the dependent variable.

R = .903						
R ² = .815						
Adj R ² = .815						
Std. Error = 1.50449						
ANOVA						
Source	of	SS	df	MS	F-ratio	p
Variation						
Regression		42654.941	3	7109.157		0.000
Residual		9689.983	355	2.263	3140.800	
Total		52344.924	358			

Predators: (Constant), Teacher wellbeing (Teacher job satisfaction and burnout)

Dependent variable: Effective teaching

The 4.3 showed that there was a significant composite contribution of independent variables on the dependent variable; $R = 0.903$, $p < .05$. The table further indicated {81.5% (Adj. $R^2 = 0.815$)} that about 81% of the variance in effective teaching was accounted for by the linear combination of the independent variables. The ANOVA results from the regression analysis showed that there was a significant influence of the independent variables on the dependent variables; $F(3, 355) = 3140.800$, $p < .05$.

Discussion of Findings

Based on hypothesis 1, the findings of the study showed that there was a significant positive relationship between teacher job satisfaction and effective teaching in public primary schools in Ogun East Senatorial District. This implied that teacher wellbeing through job satisfaction could positively aid effective teaching. These findings were in tandem with Ejuchegahi (2023), who found that higher teacher job satisfaction is consistently linked to positive pupils' attitudes, better behaviour, increased engagement, and improved academic performance and test scores through effective teaching, and it also helps pupils build self-efficacy and interest in the subjects they are learning.

Based on hypothesis 2, the findings of the study depicted that there was a significant negative relationship between teacher burnout and effective teaching in public primary schools in Ogun East Senatorial District. These findings agreed that teacher burnout

indirectly influencing effective teaching and the findings were in consonant with Moses and George (2025) who reported that burned-out teachers struggle to maintain engagement and enthusiasm in their lessons, leading to less dynamic and effective instruction as well as lesson preparation is often done with less effort and creativity, lowering the quality of education provided and lower teaching effectiveness. Teacher burnout is linked to lower pupils' academic achievement, reduced pupils' motivation, and increased pupils' level of disengagement.

Finally, hypothesis 3 revealed that there was a significant composite contribution of teacher wellbeing (teacher job satisfaction and burnout) on effective teaching in public primary schools in Ogun East Senatorial District. These findings were in support of Schaufeli et al. (2020), who agreed that pupils of burned-out teachers are also more likely to experience stress and behavioural problems, and teachers experiencing burnout often have more hostile interactions with pupils, feel irritated when pupils don't follow instructions, and generally create an unsupportive and disruptive classroom atmosphere. In the study of Skaalvik et al. (2020), they found that burnout causes increased teacher absenteeism and a higher likelihood of teachers leaving the profession altogether, which exacerbates staffing issues and creates a cycle of stress for remaining staff. Dalton and Arpon (2024) found that satisfied teachers demonstrate higher levels of engagement, dedication, and enthusiasm in the classroom, which inspires pupils to learn and grow.

Conclusion

Hassving examined if teachers' wellbeing could as predict effective teaching in public primary school in Ogun East Senatorial District, Ogun State, Nigeria, the following conclusions were made based on the findings that there was a significant positive relationship between teacher job satisfaction and effective teaching and a significant negative relationship between teacher burnout and effective teaching in public primary school in Ogun East Senatorial District. And that about 81% of the variance in effective teaching was accounted for by the linear combination of the independent variables.

Recommendations

The following recommendations were raised:

1. Offering competitive compensation, providing professional development, ensuring manageable workloads, and promoting shared decision-making.
2. Establishing clear classroom expectations, utilising data-driven instruction, fostering positive relationships, incorporating technology, and engaging in peer observation.
3. Setting strict boundaries, fostering professional communities, utilising technology to streamline tasks, and actively managing stress.

References

- Abubakar, A., Ariffin, T. F. T., & Jaafar, F. (2020). Connecting teacher professional development, wellbeing and effectiveness. *European Academic Research*, 12(7), 6053–6063. <https://euacademic.org>
- Baert, S., Vujić, S., Amez, S., Claeskens, M., Daman, T., & Maeckelberghe, A. (2020). Smartphone use and academic performance: Correlation or causal relationship? *Kyklos*, 73, 22–46. <https://onlinelibrary.wiley.com/doi/abs/>
- Bahtilla, M., & Hui, X. (2021). The impact of school environment on teachers' job satisfaction in secondary schools. *European Journal of Educational Studies*, 8(7), 16–43. <https://pdfs.semanticscholar.org>
- Bandura, A. (1977). *Bandura's social learning theory and social cognitive learning theory*. Stanford University. <https://www.researchgate.net/publication/>
- Chinatu, J. A., & John, K. C. (2021). ICT knowledge as a correlate of cognitive development of primary school pupils in Imo State. *The Educational Psychologist*, 14(1), 272–288. <https://journals.ezenwaohaetorc.org/index>
- Clemente-Suárez, V. J., Beltrán-Velasco, A. I., Herrero-Roldán, S., Rodríguez-Besteiro, S., Martínez Guardado, I., Martín-Rodríguez, A., & Tornero-Aguilera, J. F. (2024). Digital device usage and childhood cognitive development: Exploring effects on cognitive abilities. *Journal of Children Development and Education*, 11, 1299–1307. <https://doi.org>
- Dalton, W. L., & Arpon, A. T. (2024). Teachers' job satisfaction and school academic achievement. *Journal of Innovative Technology Convergence*, 6(2), 1–8. <https://jite.innotcs.org/index>
- Ejuchegahi, A. E. (2023). The effect of leadership styles on teacher job satisfaction in Nigerian secondary schools. *International Research in Education*, 11(2), 34–45. <https://papers.ssrn.com/sol>

- Matías, G., Miquel, F. O., & Rossell-Ramon, M. R. (2025). Research on teacher well-being: A systematic review. *Journal of Teaching and Teacher Education*, 168, 45–56. <https://www.researchgate.net/publication/39667575>
- Moses, O. N., & George, A. (2025). Tackling teacher burnout and low morale in Nigerian secondary schools through effective leadership strategies. *International Journal of Scientific Research in Education*, 18(2b), 313–333. <https://www.ij sre.com.ng/assets>
- Okoro, C. O., & Anyanwu, J. (2020). The teacher: The key to achieving and maintaining quality in education in Nigeria. *European Journal of Research in Social Sciences*, 8(1), 16–22. <https://www.idpublications.org>
- Osuji, C. U., Amie-Ogan, O. T., & Umunnakwe, N. R. (2022). Improved work environment, staff relaxation as elements of burnout management and teachers' productivity in public primary schools in Imo State. *International Journal of Contemporary Academic Research*, 3(2), 47–59. <https://rajournals.net/index.php/ijcar/article/view/201>
- Schaufeli, W. B., Desart, S., & De Witte, H. (2020). Burnout assessment tool (BAT): Development, validity, and reliability. *International Journal of Environmental Research and Public Health*, 17(24), 1–21. <https://pubmed.ncbi.nlm.nih.gov/33352940/>
- Skaalvik, E. M., & Skaalvik, S. (2020). Teacher burnout: Relations between dimensions of burnout, perceived school context, and job satisfaction. *Teachers and Teaching*, 26(7-8), 602–616. <https://www.tandfonline.com>
- Soomro, A., Muhammad, M. Q. A., & Pitafi, A. (2023). Factors affecting primary school teachers' job satisfaction: An investigation of motivating factors of teaching staff in the district of Dadu. *Journal of Business and Social Review in Emerging Economies*, 9(3), 365–380. <https://www.publishing.globalcsrc.org>
- Vedechkina, M., & Borghesani, F. (2021). A review of evidence on the role of digital technology in shaping attention and cognitive control in children. *Frontiers in Psychology*, 12, 15–21. <https://doi.org>
- Viac, C., & Fraser, P. (2020). *Teachers' well-being: A framework for data collection and analysis*. Organisation for Economic Co-operation and Development. <https://ideas.repec.org/p/oec/eduab/213-en.html>