



Research Paper

Overworked teachers effects on educational activities

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Abstract. This research investigates teachers overworking and associated stress. Teachers must affect mixed, profound sorts of interactions and answer requests by colleagues, managers, parents, and community members. The work of teachers is extremely complex, especially within the classroom, because it requires being constantly aware of everything that happens in there both in terms of student behavior, their emotions and their accumulation of data. Teachers spend an honest part of their time at work, being involved in relationships both with the beneficiaries of the services provided (students) and with other teachers, principals, inspectors etc. Of these relationships require an excellent deal of emotional effort, intellectually, mentally and even physically. At an equivalent time, the teaching activities (teaching, guidance, evaluation) also require tons of effort. It takes several hours of study to organize for the lesson, and over time it's time-consuming, with teachers often abandoning personal activities so as to perform their duty. Teachers overworking occur once they cannot achieve a balance between the various demands they need to face: professional, social, family and that they feel that they can't give enough time to any of them. They report experiencing very high stress associated with overworking. Action is often taken once the consequences of teachers overworking are understood.

Keywords: effects, overworking, teaching, teacher, education.

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I. Introduction

Teaching has been described as a deeply emotional activity (Fried, 1995, apud Kinman, Wray & Strange, 2011). The tutorial activity requires the effective management of private emotions and therefore the ability to get the specified spirit in others. Teachers got to protect students' spirit also as their physical safety (Brennan, 2006; Hargreaves, 2000, apud Kinman et al., 2011). they need to also model successful emotional control in the least times, treating students with warmth and compassion and suppressing any feelings of impatience or anger (Beatty, 2000, apud Kinman et al., 2011).

As the existing literature shows, people with professions that involve direct contact with the human factor are most exposed to the danger of overload. Within the field of education, McGuire (1979, apud Grayson & Alvarez, 2008) was the one who warned for the primary time about the degree of teachers overworking. Since then, teachers have reported major issues closely associated with this problem, like lack of support and poor working conditions (Alliance for Excellent Education, 2005, apud Grayson & Alvarez, 2008).

Burnout affects both the well-being of teachers and their effectiveness (Kokkinos, 2007), and is recognized as a significant problem in class systems round the world (Borg & Riding, 1991; Loonstra, Brouwers&Tomic, 2009; Rudow, 1999, apud Pietarinen, 2013). it's a chronic problem which will undermine the standard of teacher performance, with an impression on student interactions, sometimes resulting in negative outcomes in terms of their performance (Gerber et al., 2007; Grayson & Alvarez, 2008; Mérida-López&Extremera, 2017, apud Capone, Joshanloob& Sang-Ah Parkc, 2019). It can affect the tutorial environment, insofar as they face a process of dehumanization and apathy, which may contribute to health problems, absenteeism and therefore the intention to go away the profession (Carlotto& Palazzo, 2006). Teachers typically perform other tasks while teaching, like providing individual support to students, managing the classroom, and completing assessment forms and tools (Assunção& Oliveira, 2009). Their teaching activity doesn't always happen in optimal conditions; they're subject to a hierarchy and are under the pressure of constant supervision, while trying to market an interesting and artistic teaching environment (Giannini &Passos, 2006).

Overworking, Conceptual theories.

Freudenberger (1975, apud Nagoski & Nagoski, 2021) defines the concept of burnout in three dimensions: “emotional exhaustion – fatigue that happens once you care an excessive amount of and for too long; depersonalization – lack of empathy, involvement, passion; diminishing the sensation of fulfillment – the constant feeling of futility, the impression that nothing you are doing matters.” (Freudenberger, 1975, apud Nagoski & Nagoski, 2021, p. 12)

Maslach (1982, 1998, apud Durak & Saritepeci, 2018) also explains burnout through emotional overload, depersonalization and therefore the dimensions of private fulfillment, a three-dimensional structure generally accepted in studies during which the notion of burnout is described and explained in specialized works. During this theory, overworking are often defined as a psychological syndrome that involves emotional overload, depersonalization, and private failure of people as a result of experiences involving different sorts of stress within the workplace (Maslach, 1982; Maslach & Goldberg, 1998, apud Durak & Saritepeci, 2018).

Overworking may be a syndrome that affects physical, academic, and social performance in both teaching and other occupations, and may be a process by which appropriate or inappropriate reactions occur under stressful conditions (Sears et al. 2000, apud Baran et al., 2010). It can cause aggression, decreased performance, quality and competence at work and affects not only the exhausted person but also people who interact with him. The decline in teaching performance results in a decline in teachers in terms of scholars, representatives of educational institutions, parents and therefore the workplace, also causing negative impressions on the people with whom teachers inherit contact (Schwab, Jackson, & Schuler, 1985, apud Baran et al., 2010).

Freudenberger and Richelson (1980, apud Durak & Saritepeci, 2018) also approach the concept of burnout as a situation during which individuals feel exhausted and have disappointments with a target, a lifestyle or a relationship. This is often a critical issue, because the factors that influence the burnout of teachers are associated with the high fluctuation of the profession. Additionally, the extent of professional stress of teachers makes a big contribution to the psychological climate of the varsity. Understanding the causal factors and mediators involved is a crucial effort to spot and develop effective intervention strategies. An element that particularly characterizes teaching – but which is additionally found in other occupations within the health and social care sector (Health and Safety Executive, 2014; Hussey et al., 2012; Wieclaw et al., 2005, apud Kidger et al., 2016) – is that the high level of “emotional strength” required. Emotional work has been defined as “the process by which workers are expected to manage their feelings according to defined organizational norms” (Wharton, 2009, apud Kidger et al., 2016, p. 77). Within the case of teachers, much of their actual work involves face-to-face interaction with students and students’ parents and requires careful management and expression of those emotions during interactions (Hargreaves, 1998, apud Kidger et al., 2016), which may be a source of stress and emotional exhaustion, especially when responding to provocative behavior (Tsouloupas et al., 2010, apud Kidger et al., 2016).

Among the foremost important factors that affect the degree of overworking in teachers are role ambiguity, role conflict (Kantas, 1995, apud Antoniou, Ploumpi & Ntalla, 2013), workload, time pressure (Tsiakkios & Pasiardis, 2002, apud Antoniu et al., 2013), lack of autonomy and self-motivation (Olivier & Williams, 2005, apud Antoniu et al., 2013), lack of participation in deciding (Kantas, 1995, apud Antoniu et al., 2013), competitive relations between teacher and colleagues or superiors, lack of recognition of professional role, methods of deactivation during a stressful situation (Riolli & Savicki, 2002, apud Antoniu et al., 2013), level of private satisfaction, fulfillment or frustration of expectations and inconsistency of values. It had been found that changes in teachers’ perceptions of classroom stress and disruptive behavior of scholars are negatively associated with changes in self-motivation, which successively negatively predict changes in emotional exhaustion (Fernet et al., 2012, apud Antoniu et al., 2013). Additionally, demographic characteristics like age, sex, grade level, legal status and cultural context also play a big role in teacher exhaustion (Schwab et al., 1986, apud Antoniu et al., 2013).

Indicators of professional stress

Symptoms of burnout include exhaustion, neglect of one’s own needs, working for an extended time, feeling the pressures that come naturally, being pressured by the varsity management, and getting too involved when others need help. Burnout is typically defined as fatigue, demoralization, dissatisfaction, incapacity, aging, insensitivity, decreased occupational motivation and joy of living, thanks to professional conditions that need high employee performance (Gündüz, 2004).

Pines and Aronson (1988, apud Durak & Saritepeci, 2018, p. 73) presented a good range of indicators, including “physical exhaustion, despair and hopelessness, disappointments, development of negative self-concept, also as negative feelings towards occupation, colleagues and life in general”. Maslach (1976, apud Durak & Saritepeci, 2018), however, added that those that work can lose interest in their workplace and their

colleagues and behave during a hostile manner once they suffer from professional stress.

Overworking experienced by teachers within the workplace are often a risk factor with direct implications for the category of scholars where they work, which may undermine the social and academic adaptation of youngsters (Pakarinen et al., 2010; Yoon, 2002, apud Hoglund et al., 2015). When teachers feel overwhelmed by their work, they'll unintentionally treat children with less importance, which has an inappropriate impact. These teachers could also be too emotionally exhausted to make close relationships with children and fail to relate to them, as they'll in other contexts, because they're more focused on achieving curricular goals than encouraging a harmonious relationship with children (Yoon, 2002, apud Hoglund et al., 2015).

In classrooms where teachers generally affect overworking, children can also be indifferent to learning or unmotivated to participate in classroom activities, as teachers lack the energy or passion to motivate their learning or because children feel the shortage of trust of teachers in their instruction (Klusmann et al., 2008; Pakarinen et al., 2010; Skaalvik&Skaalvik, 2007, apud Hoglund et al., 2015). These teachers can also jeopardize students' academic skills (Klusmann et al., 2008; Stipek, 2004, apudHoglund et al., 2015), especially if they feel ineffective in preparing children capable of educational performance (Aikens&Barbarin, 2008, apudHoglund et al., 2015).

Psycho-pedagogical research

The purpose of this research is to spotlight the consequences of teachers overworking on education.

Objectives:

01. Highlighting individual characteristics and conditions, which may be a key risk factor for teacher burnout.
02. Examining the size of the tutorial activity likely to be influenced by burnout.
03. Determining the extent of burnout in teachers.

Research hypothesis

It is assumed that there's a connection between the burnout of teachers, both physically and mentally, and its effects on education.

Research methods and tools. Research group.

We conducted the research through the tactic of poll, an interactive research method, which involves an immediate exchange of data between the researcher and therefore the subjects under investigation, during which data is collected in reference to certain phenomena, situations and manifestations. The survey was conducted on the idea of a questionnaire, which is one among the foremost widely used tools during this method.

Questionnaire-based survey method

The questionnaire we designed includes factual questions, regarding age, actual experience within the department, teaching degree, teaching status, the environment during which the varsity is found , the sort of educational unit, and closed, open and mixed opinion questions. We also performed a pre-test of the questionnaire, so as to avoid unclear questions, incomplete or incorrect answers, ambiguous instructions for completion, or maybe omitting certain questions, relevant to the matter studied.

The group of subjects

The group for this research includes 30 people, teachers respectively, who add different educational institutions. The teachers were distributed consistent with several criteria, being statistically represented in tabular and graphical form, as follows, the info being processed using the IBM SPSS program.

Table 1. Structure of the research group by age. Statistical analysis

	Frequency	Percent
Valid up to 25 years old	2	6.7
25-30 years old	2	6.7
31-35 years old	3	10.0
36-40 years old	2	6.7
41-45 years old	14	46.7
46-50 years old	4	13.3
50 years old or more	3	10.0
Total	30	100.00

Regarding the age of the respondents, it's found that a percentage of 6.67% of them are up to 25 years old, between 25 and 30 years old and between 36 and 40 years old, while 10% are between 31 and 35 years old and over 50 years old. Only 13.33% are between 46 and 50 years old, the bulk being represented by those between 41 and 45 years old. They accumulated a percentage of 46.67%, almost half the amount of respondents.

Table 2. Structure of the research group by gender. Statistical analysis

	Frequency	Percent
Valid Female	23	76.7
Male	7	23.3
Total	30	100.00

Effective experience as an educator**Table 3. Structure of the research group consistent with actual experience as an educator (years). Statistical analysis**

	Frequency	Percent
Valid 0-5 years	5	16.7
6-10 years	5	16.7
11-15 years	3	10.0
16-20 years	8	26.7
21-25 years	7	23.3
31 years or more	2	6.7
Total	30	100.00

Depending on the particular experience as an educator, expressed in years, the themes were grouped into 6 categories. Thus, it had been found that the majority respondents, a percentage of 26.67%, have between 16 and 20 years of effective experience as an educator, followed by those with between 21 and 25 years of experience in education, representing a percentage of 23.33%. Teachers at the start of their teaching career, up to five years or between 6 and 10 years as an educator, constitute a percentage of 16.67%. At the other point are those with an upscale career in actual teaching activity, of 31 years or more, totaling a percentage of 6.67%. At an equivalent time, a coffee percentage is registered within the case of teachers who have between 11 and 15 years of effective experience as an educator, 10%.

Teaching degree**Table 4. Didactic degree of the respondents. Statistical analysis**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Beginning teacher	5	16.7	16.7	16.7
Completed Degree teacher	5	16.7	16.7	33.3
Second Degree teacher	5	16.7	16.7	50.0
First Degree teacher	15	50.0	50.0	100.0
Total	30	100.0	100.0	

Regarding the didactic degree (table 4), we discover that half the respondents are teachers with a primary didactic degree, while a percentage of 16.7% are completed degree teachers, second degree teachers, or beginning teachers.

Table 5. Status of subjects. Statistical analysis

	Frequency	Percent
Valid Substitute teacher	5	16.7
Tenured teacher	25	83.3
Total	30	100.00

Table 6. The environment during which the faculties are located. Statistical analysis.

	Frequency	Percent
Valid urban	23	76.7
rural	7	23.3
Total	30	100.0

Regarding the environment the respondents perform their teaching activity in (table 6), there's a big percentage, of 76.67%, of these who belong to colleges in urban areas, and 23.33% come from educational institutions in rural areas.

Table 7. the sort of faculty the teachers come from. Statistical analysis

	Frequency	Percent
Valid Public school	26	86.7
Private school	4	13.3
Total	30	100.00

An overwhelming percentage, 86.67% (table 7), of the surveyed teachers come from public schools, while only 13.33% add private schools.

Data analysis, processing and interpretation

We analyzed, processed and interpreted the obtained data, both quantitatively, during a logical sequence, by calculating statistical indicators and making statistical graphs, using the IBM SPSS program, and qualitatively, by interpreting the obtained data after applying the questionnaire. The questions are, to a little extent, liberal to answer, but most of them have multiple answers to settle on from. The group of subjects was questioned regarding the identification of the conditions that are risk factors in terms of teachers overworking, also because of the determination of teachers overworking levels.

The questions from the questionnaire that were addressed to teachers

1. You always prepare lessons:

Table 8. Time to organize lessons. Statistical analysis

	Frequency	Percent
Valid in the evening, after Classes	24	80.0
on the weekend	6	20.0
Total	30	100.0

Asked about the time once they usually prepare the teachings (table 8), a powerful 80% of teachers say it always takes place within the evening, after classes. For the remainder, 20%, the proper time to try to do this activity is on the weekend. It is often seen that a lot of teachers distribute their time so on prepare the materials needed for future lessons during the work week schedule, thus separating professional and private life. Although few, there also are teachers who don't have time for rest, being forced to sacrifice the weekend, which results in endless overworking.

2. To what extent, the methodical, administrative and specific documentation activities do consume the time you would like to organize lessons?

Table 9. The extent to which the methodological, administrative and specific documentation activities consume the time of the respondents for lessons preparation. Statistical analysis

	Frequency	Percent
Valid to a little extent	2	6.7
to a moderate extent	13	43.3
to an outsized extent	13	43.3
to a really large extent	2	6.7
Total	30	100.0

Teachers who reported they spend an outsized amount of your time on methodological, administrative and specific documentation activities (table 9) represent a percentage of 6.67%, at the other pole being, with an equivalent percentage, those that claim to spend less time on these activities. An equal percentage, of 43.33%, is represented both by the themes who consider that they spend time on such activities to an outsized extent, and by those that don't think that this is often a disturbing aspect. As evidenced by the answers to the present question, it had been found that an extended time spent preparing the precise documentation could also be another explanation for teachers overworking, leading to reducing the amount of your time for effective preparation of the tutorial activity itself.

3. Does one receive help from colleagues regarding the documentation to be prepared?

Table 10. Support from colleagues to organize the documentation. Statistical analysis

	Frequency	Percent
Valid never	2	6.7
Sometimes	20	66.7
often	6	20.0
always	2	6.7
Total	30	100.0

When we ask assistance from colleagues in preparing the documentation (table 10), an equivalent percentage of respondents, 6.7%, confessed that they always receive support. Meanwhile, there are those that never get help. Only 20% of these who answered the questionnaire often receive support, while the bulk of 66.7% say this only happens sometimes. It is often seen that some teachers feel overwhelmed when, seeing obstacles in preparing specific documentation, they don't find the required support among colleagues.

4. A. There may occur difficulties in activity planning thanks to problems with the inappropriate behavior of some students during the teachings.

Table 11. Non-compliance with activity planning thanks to student behavior. Statistical analysis

	Frequency	Percent
Valid to a really small extent	15	50.0
to a little extent	7	23.3
to a moderate extent	5	16.7
to an outsized extent	3	10.0
Total	30	100.0

Difficulties which will arise in activity planning (table 11) are assigned, to a really small extent, by 50% of respondents to the inappropriate behavior of certain students. For 23.3% of the teachers participating during this research, the scholars represent, to a little extent, the explanation for the obstacles within the development of the teachings . If, for 16.7% of teachers, the inappropriate behavior of some students isn't disturbing, still 10% of them consider such manifestations as deviant. After collecting the answers, we noticed that the inappropriate attitude of some students can cause teachers to be overworked, but not such a lot as causing major effects on the teaching, learning and assessment of the activity.

4. B. Difficulties in meeting the activity planning may arise thanks to documents requested by the varsity management, which must be handed over urgently.

Table 12. Non-compliance with activity planning thanks to urgently requested documents. Statistical analysis

	Frequency	Percent
Valid to a really small extent	11	36.7
to a little extent	8	26.7
to a moderate extent	5	16.7
to an outsized extent	6	20.0
Total	30	100.0

Another aspect which will occur within the case of non-compliance with the activity planning is said to the short deadlines for delivering some documents requested by the varsity management (table 12). Thus, the respondents who state that this happens occasionally are 16.7%. In contrast, for 20% of teachers, such situations occur to an outsized extent and only 26.7% confessed that non-compliance with the activity planning appears as an impact of the urgent request surely documents. Observing the collected data, a satisfying percentage of 36.7%, are teachers whose activity planning isn't affected, except to a really small extent, by the specified documents. Therefore, the varied situations urgently required during the varsity year have effects on the tutorial activity increasing the overworking on teachers, by delaying the teaching actions established in activity planning.

4. C. From your teaching experience, are there other reasons that would cause non-compliance with activity planning? Give examples.

Table 13. Reasons for non-compliance with activity planning.

Category	Examples of answers	Number of answers	Percentage value
Yes, online teaching	In the case of online teaching, an equivalent content requires a better number of teaching hours compared to face-to-face school.	4	13%
Yes, unexpected situations	Unexpected situations (pandemic, quarantine)	4	13%
Yes, for health or family reasons	Students health, because if many of them are ill, we cannot advance to a different lesson. Serious family problems.	4	13%
Yes, the slow pace of data acquisition within the classroom	The particularities of the scholars, the slow pace of their learning, the discovered gaps, that do not allow further learning until the recovery	10	34%
Yes, absenteeism among students	Failing of youngsters to attend classes, absenteeism of students	2	7%
I don't know	I don't know	3	10%
No	No	3	10%

Among other arguments, mentioned by the responding teachers, which could lead on to non-compliance with the activity planning (table 13), with a percentage of 34%, the students' slow pace of acquiring knowledge, is at the highest , followed, at a substantial distance, by reasons an equivalent percentage of 13%,

such as: online teaching activity, unexpected circumstances, health or family reasons. Absenteeism among students is additionally a explanation for non-compliance with activity planning for 7% of teachers. Although most teachers attribute various explanations for not fulfilling the teaching tasks, there are still situations during which the remainder of the respondents either don't know such reasons, at a percentage of 10%, or with an equivalent percentage, others consider that teaching can't be suffering from additional factors. Thus, with few exceptions, it appears that in most cases, for various reasons, there are situations when teachers fail to stick to activity planning.

5. does one suits the time required for rest and recovery?

Table 14. Complying with the time required for rest and recovery. Statistical analysis

	Frequency	Percent
Valid never	2	6.7
sometimes	15	50.0
often	9	30.0
always	4	13.3
Total	30	100.0

Asked if they suits time for rest and recovery (table 14), 13.3% say that always, 30% often, and 50% sometimes they manage to try to that, but 6.7% have the facility to admit that they never have time for rest and recovery. It seems that, although teachers are overworked, they often find the required time for rest and recovery, thus eliminating any effects on their relationship with the direct beneficiaries of education.

6. Would you wish to possess a special profession, aside from teaching?

Table 15. Respondents would have liked to possess a special profession than teaching. Statistical analysis

	Frequency	Percent
Valid Yes	2	6.7
No	19	63.3
I don't know	9	30.0
Total	30	100.0

Regarding the vocational aspect (table 15), most of these surveyed, 63.33% wouldn't have liked to possess another profession, 30% like better to remain neutral during this matter, while, surprisingly,6.67%, although practicing this profession, they don't utterly love it , in order that they would have wanted to vary it. We conclude that, no matter the situations teachers are involved in, they still show a positive attitude towards the teaching activity and that they wouldn't replace it. Thus this attitude eliminates any negative effects on teaching.

7. Have you ever ever considered having a profession aside from teaching?

Table 16. The respondents thought of getting a special profession than teaching. Statistical analysis

	Frequency	Percent
Valid Yes	11	36.7
No	19	63.3
Total	30	100.0

7.1. Have you ever ever considered having a profession aside from teaching? a.) "Yes. Why?"

Table 17. Reasons why the respondents thought of adjusting their profession

Category	Examples of answers	Number of answers	Percentage value
Lack of appreciation of the efforts made by teachers	Sometimes we aren't appreciated for our true worth, albeit we ditch ourselves and our families.	5	38%
Excessive bureaucracy	Lately, it seems to me that teachers deal more with papers, associated with education, than with students.	4	31%
Overworking	Because of fatigue	2	15%
Financial reasons	Financial reasons	1	8%
Personal reasons	The reasons are strictly personal and that i don't want to say them. They need nothing to try to to with the very fact that i do not like my job.	1	8%

Regarding the explanations teachers surveyed claimed to be the rationale they might hand over the teaching profession (table 17), the shortage of appreciation of the efforts they create has the very best percentage, 38%, followed closely by a percentage of 31 %, of the excessive bureaucracy faced by education, generally. At an equivalent time, overworking is suggests as a justification for the thought of quitting the work

for 15% of respondents. Both financial and personal sides represent the smallest amount 8% each, reasons that led some participants within the questionnaire to think about withdrawing from the tutorial system. Overall, we will say that one among the consequences of teachers overworking is their intention to offer up the work they initially chose.

b.)”No. Why?”

Table 18. Reasons why teachers wouldn't change their profession

Category	Examples of answers	Number of answers	Percentage value
Identification with the teaching profession	I enjoy being a teacher. This profession represents me. I love this profession. That is what I do best.	15	88%
Routine	Due to habit.	1	6%
Convenient work schedule	The work schedule is a crucial reason.	1	6%

If we previously mentioned the explanations why teachers thought to vary the sector of activity, following the info collection, it's noticed that there also are arguments that respondents wouldn't hand over this profession (table 18), such as: identifying themselves with the teaching profession, at a dominant rate of 88%, followed, within the minority, by routine and convenient work schedule, with a percentage of 6% each. We will easily see that there are still quite few teachers who like to teach, and therefore the effects of overworking are thwarted by the eagerness for his or her profession.

II. Conclusion

It is widely acknowledged that being an educator may be a challenging job, and therefore the refore the issue of professional stress is extremely important for schools and the educational system.

This study may be a confirmation of the positive value of self-image, as a defense strategy against the danger of overworking in teaching. However, the findings don't tell us whether teachers become more or less overworked in shorter periods of your time , relevant to the varsity system, like a semester, or whether the extent of overworking changes over time. For instance , teachers may feel reloaded after the winter break, but once they resume assignments during a new school semester (reports, year-end requests), they'll experience increased levels of professional stress. Recognizing the variation within the level of overworking can cause a transparent definition of intervention measures that would help reduce teacher’s feelings of overworking during a academic year. Thus, teachers and institutions should identify the issues they face and take steps to avoid unpleasant and discouraging factors. So as to eliminate the psychological and physical symptoms of overworking, organizational and private precautions are needed. It’s obvious that teachers will do their job more efficiently while being during a stress-free and relaxed work environment.

We believe that it might be good for teachers to consult their colleagues or school management on issues like planning the teaching activity, to possess adequate resources and facilities to support their work and for performance feedback, which could act as a barrier against overworking. Teachers also can attempt to find opportunities to travel abroad for educational purposes, to spot the issues they face personally and professionally, to spend a minimum of an hour every week doing something for themselves, to undertake to seek out strategies to unravel the issues they need identified, to debate their feelings with others, to make sure that they need a transparent description , to offer longer to certain tasks, to profit from continuous training, to acknowledge their limitations, to possess a healthy family life, to plan their activity and to understand the way to prioritize, to undertake to relax after work, to avoid confrontations.

We conclude by specifying that the objectives of this paper are achieved, highlighting the individual particularities and conditions that are a key risk think about terms of teachers overworking. Also, the size of the teaching likely to be influenced by overworking was examined and a coffee level of teachers overworking was identified. Instead, the research hypothesis has been disproven, in order that a teacher overworking, both physically and mentally, doesn't have major effects on teaching.

The findings of this study even have certain sensitive points, such as: limitation to one process of knowledge collection and interpretation, or uncertainty about the veracity of the knowledge provided by respondents, which affects the standard of research.

As perspectives of the research, the results are often presented in scientific communication sessions, as a study or a piece of writing, are often published in journals or specialized books, are often valued during a thesis for receiving a primary teaching degree etc. To an equivalent extent, the info obtained is often wont to identify opportunities to enhance and foreshadow managerial decisions within educational institutions.

For further research, it's necessary to review the implications of professional stress on teachers during the pandemic, and therefore the new demands imposed during this era, including online teaching.

Those who will directly enjoy these interventions are the scholars, through improved performance and a positive attitude towards teachers and therefore the school, generally.

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