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Profiling Differences in Burnout Among Senior High School Teachers in Ghana Based on Their Demographic Characteristics

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Abstract: Globally, the issue of burnout persists among educators, giving rise to feelings of anxiety and depression. The implications of burnout on teachers' health are significant, posing a risk to both their physical and mental well-being. This study examined burnout among Senior High School (SHS) teachers in Ghana, with a specific focus on investigating the potential influence of gender, educational qualification, and teaching experience on burnout levels. The study adopted a descriptive cross-sectional survey design, employing the census method to involve all 520 teachers from the chosen public SHSs in the Cape Coast Metropolis. The data collection instrument used in this study was an adapted version of the Maslach Burnout Inventory-Educators' Survey. Inferential statistics, specifically, multivariate analysis of variance, was used to analyze the research hypotheses. The study revealed that there were significant differences in burnout among teachers based on their gender, educational qualification, and teaching experience. In light of our findings, we recommend that SHSs prioritize the enhancement of their counseling services. Specifically, we suggest organizing gender-specific seminars and workshops to empower both male and female teachers. These initiatives should focus on promoting coping strategies that are attuned to gender-related nuances and reinforcing their individual masculine and feminine identities.

Keywords: burnout, depersonalization, emotional exhaustion, gender, teaching experience

1. Introduction

Education plays a crucial role in shaping the future of nations, and teachers stand at the forefront of this transformative process, ensuring the cultivation of knowledge, skills, and values among students [1]. Teacher burnout remains a persistent and chronic issue in the 21st century, significantly contributing to the alarming rate of teachers leaving the profession [2]. Studies have indicated that burnout serves as a crucial factor leading to attrition of teachers [3]. Given the emotionally taxing and physically demanding nature of the teaching profession, numerous educators find themselves compelled to seek alternative career paths [4]. In Ghana, like in many other countries, the educational system relies heavily on the dedication and commitment of its teachers to provide quality instruction and guidance to the younger generation. Also, the achievement of universal education relies on a teacher who is motivated, dedicated, and committed [5]. However, the demanding nature of the teaching profession, coupled with the myriad of challenges in the educational landscape, has led to an alarming concern known as burnout among educators [6].

Burnout is a complex and pervasive syndrome characterized by emotional exhaustion (EE), depersonalization (DP), and a diminished sense of personal accomplishment (PA) [7, 8]. When experienced by teachers, burnout not only adversely affects their well-being but also poses significant repercussions for students, school communities, and the overall educational system [9]. Ghana, as a country with a rich cultural heritage and a growing economy, places tremendous importance on education to foster national development and social progress. Senior High Schools (SHSs),

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being integral components of the educational system, play an essential role in preparing students for higher education and the workforce. Hence, the well-being and effectiveness of SHS teachers are pivotal in achieving the nation's educational goals and aspirations.

Despite the significance of teachers in shaping the future of Ghana, their profession is fraught with multifaceted challenges that contribute to burnout. Teachers often grapple with heavy workloads, demanding administrative responsibilities, limited resources, and overcrowded classrooms [10, 11]. Also, Sam et al. [12] revealed that conventional teaching can lead to a higher incidence of employee burnout. This indicates that the teaching profession itself can be demanding and stressful, which might further contribute to the teachers' lack of job satisfaction. Moreover, external factors like societal expectations, parental pressure, and student behavior can add further strain to their roles as educators and mentors. In this context, it becomes crucial to examine whether certain demographic factors, namely gender, educational qualification, and teaching experience, can influence burnout among SHS teachers. Gaining a comprehensive understanding of how these variables interact with burnout can offer valuable insights into the intricate facets of this concern. This knowledge facilitates the establishment of tailored support mechanisms designed to meet the distinct requirements of various teacher cohorts.

Empirically, several studies on burnout have been conducted by Agyapong et al. [13], Cheng et al. [14], Geraci et al. [15], Omondi et al. [16], Rajendran et al. [17], Rumschlag et al. [2], Seis [18], and Sokal et al. [19]. For instance, Cheng et al. [14], Seis [18], Sokal et al. [19], and Geraci et al. [15] focused on burnout among teachers. Also, Agyapong et al. [13] studied measures aimed at alleviating stress and mitigating burnout. However, all of these studies did not focus on how teachers' demographic characteristics influence burnout. Purvanova and Muros [20] noted that the variations in burnout experienced by male and female participants can be attributed to distinct career expectations stemming from differences in gender socialization or variations in stress management strategies between men and women. Their research suggested that women may benefit from a wider range of social relationships and support networks, which could assist them in dealing with burnout compared to men. Likewise, in the research conducted by Bhardwaj [21], it was discovered that there existed no notable disparity in burnout levels between male and female teachers. In the health sector, Odonkor and Frimpong [22] revealed that female workers were more prone to burnout than male counterparts.

Again, certain studies by Lau et al. [23], Luk et al. [24], and Singh et al. [25] have identified a noteworthy variation in teacher burnout in relation to their teaching experience. Nevertheless, these inquiries did not specify the particular range of years of teaching experience at which this distinction became apparent. In a separate examination, Al-Asadi et al. [26] discovered that younger educators with fewer years in the profession exhibited a considerably higher burnout rate when contrasted with their more seasoned counterparts. In contrast to the findings of Al-Asadi et al. [26] and Singh et al. [25], Bhardwaj's [21] findings did not reveal any substantial variation in burnout levels among secondary school teachers when categorized by their teaching experience.

Moreover, concerning educational qualification, Jamaludin and You [27] explored educators' burnout levels in relation to their educational attainment. The results indicated that individuals with bachelor's, master's, and Ph.D. degrees exhibited a greater inclination toward EE, while those with diplomas did not display any indications of EE. Currently, the differences in burnout experienced by teachers based on gender, educational qualification, and teaching experience may be exaggerated, and it is not veracious enough to draw conclusions until further empirical evidence has been gathered. It is in view of this that this study examined whether gender, educational qualification, and teaching experience account for significant differences in burnout among SHS teachers in the Cape Coast Metropolis.

2. Theoretical Framework

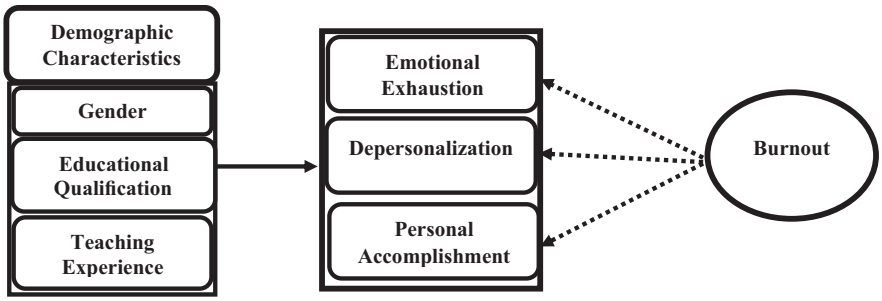
The Maslach's theory of burnout developed by Maslach [28] is one of the most widely recognized frameworks for understanding burnout. Maslach's theory posits that burnout arises as a reaction to overwhelming work-related stress, leading to EE and a depletion of emotional resources [29]. It encompasses three facets: EE, DP, and a decrease in PA. EE involves feeling emotionally drained and overburdened by the job's requirements [30–32]. In the context of SHS teachers in Ghana, EE may manifest as feelings of fatigue, depleted energy, and a sense of being emotionally overextended due to the challenges associated with teaching, such as large class sizes, administrative pressures, and societal expectations. Also, DP involves the development of negative, cynical, and distant attitudes toward students, colleagues, and the teaching profession as a whole [33–36]. SHS teachers experiencing DP may start to view their students as mere objects, lose empathy, and exhibit a detached, indifferent approach to their interactions. Moreover, reduced PA can be described as a decreased sense of personal efficacy and accomplishment in one's job [37–39]. SHS teachers experiencing reduced PA may feel that their efforts are not making a meaningful impact, leading to a diminished sense of satisfaction and pride in their teaching achievements.

Maslach's theory proposes that burnout is influenced by the nature of work-related stress experienced by individuals [40, 41]. When examining gender differences in burnout among SHS teachers in Ghana, it may be possible to identify patterns indicating that male and female teachers may experience distinct stressors or coping mechanisms that contribute to varying levels of EE, DP, and reduced PA. For instance, research could explore whether female teachers are more susceptible to EE due to potentially higher emotional labor demands in the classroom or societal expectations related to caregiving roles. However, male teachers might exhibit higher levels of DP if they face challenges related to traditional gender norms or a lack of support in their teaching roles.

According to Maslach's theory, persistent exposure to chronic stressors at work can lead to burnout [42–44]. When considering teaching experience, researchers might investigate whether teachers with more years of experience exhibit different burnout patterns compared to those with less experience. For instance, novice teachers may experience higher EE as they adjust to the demands of the profession, while experienced teachers may demonstrate higher levels of DP if they feel disillusioned by systemic challenges in the educational system. Additionally, experienced teachers might exhibit greater resilience and reduced PA, having developed coping mechanisms over time.

Maslach's theory emphasizes the role of PA in burnout [44, 45]. When examining the impact of educational qualification, researchers may explore how teachers with different levels of academic preparation perceive their effectiveness and fulfillment in their roles.

Figure 1
Conceptual framework



For instance, teachers with advanced degrees may experience higher PA due to increased self-efficacy and confidence in their teaching abilities. Conversely, those with lower qualifications may be more vulnerable to burnout, especially if they perceive a lack of competence or face challenges in managing their classroom effectively.

Maslach's theory of burnout provides a valuable lens to investigate how gender, teaching experience, and educational qualification can influence the burnout experiences of SHS teachers in Ghana. By exploring these factors through the facets of burnout, researchers can gain insights into the complex interplay between individual characteristics and burnout in the teaching profession. These insights can contribute to the development of targeted interventions and support strategies to promote teacher well-being and retention in the Ghanaian educational context.

Based on the Maslach theory of burnout, the study is guided by the conceptual framework displayed in Figure 1. The framework illustrates the three domains of burnout and the potential influence of teachers' demographic characteristics on these dimensions. The hypothesis posits that teachers' level of EE, DP, and PA would be affected by their demographic characteristics, such as gender, educational qualification, and teaching experience.

3. Aim and Research Hypotheses

The aim of the study was to determine if there exist statistically significant distinctions in burnout levels among teachers in relation to gender, educational qualification, and teaching experience. The study was guided by the establishment of these hypotheses:

1. H0: There is no statistically significant difference in burnout among SHS teachers based on gender.
2. H0: There is no statistically significant difference in burnout among SHS teachers based on educational qualification.
3. H0: There is no statistically significant difference in burnout among SHS teachers based on their teaching experience.

4. Research Methodology

4.1. Research design

The study used a descriptive cross-sectional survey design, enabling researchers to collect data at a specific point in time without the necessity of manipulating variables or conducting data collection over an extended duration, as highlighted in previous research [46–48].

4.2. Participants

The study's target population consisted of teachers from the 15 SHSs located in the Cape Coast Metropolis of the Central Region in Ghana. Among these schools, ten were public SHSs, and the remaining five were private SHSs. The specific focus of the study encompassed all teachers working in the SHSs within the Cape Coast Metropolis. Consequently, the total target population for the study consisted of 542 teachers from the public SHSs in the Cape Coast Metropolis. To ensure comprehensive coverage, the study employed a census method, encompassing all the public SHSs in the metropolis, as advocated by Field [49]. Also, all teachers were included using a census approach. Table 1 presents a summary of the demographic attributes of SHS teachers in the Cape Coast Metropolis.

Table 1
Demographic characteristics of respondents

Demographic characteristics	Frequency (N)	Percent (%)
Gender		
Male	419	80.6
Female	101	19.4
Educational qualification		
First degree	334	64.2
Master's	181	34.8
Ph.D.	5	.96
Teaching experience (in years)		
1–10	317	61.0
11–20	134	25.8
21–30	69	13.2

Table 1 presents the results, indicating that a significant majority of the teachers were male, with 419 individuals accounting for 80.6%, while the remaining 101 teachers, equivalent to 19.4%, were female. Hence, it can be inferred that the teacher population was predominantly composed of males. Regarding age distribution, the participants fell within several categories: 171 (32.9%) were aged 21–30, 81 (15.5%) were aged 41–50, and 29 (5.6%) were aged 51–60. Consequently, the largest segment, consisting of 239 teachers (46.0%), fell within the age range of 31–40 years, signifying the majority within this specific age bracket. Furthermore, in terms of educational qualifications, the study revealed that 334 teachers (64.2%) held first degrees, 181 teachers (34.8%) possessed master's degrees, and 5 teachers (0.96%) held Ph.D. degrees. These findings underscore that the majority of teachers in the study possessed first degrees. Regarding teaching experience, 317 teachers (61.0%) reported having taught for a duration ranging from 1 to 10 years, 134 teachers (25.8%) had teaching experience spanning 11–20 years, and 69 participants (13.2%) had accumulated 21–30 years of

teaching experience. Thus, the study indicated that the predominant group of teachers had teaching experience ranging from 1 to 10 years, indicating a substantial level of experience within this range.

4.3. Measures

The questionnaire consisted of 26 items organized into two sections: A and B. Section A encompassed four items aimed at gathering demographic information about the teachers, including aspects such as gender, age, educational qualifications, and teaching experience. The purpose of Section B in the questionnaire was to gather information about the burnout encountered by educators in their teaching professions. The researchers employed the Maslach Burnout Inventory-Educators' Survey (MBI-ES) [50] to evaluate this burnout. This inventory consists of 22 items that examine job-related emotions across three dimensions: EE, DP, and PA. Also, it is a 5-point scale ranging from "strongly disagree (1)" to "strongly agree (5)." EE gauges the extent to which individuals feel emotionally drained and overextended by their work. An example item from this subscale is "I feel emotionally exhausted from my work." DP measures the degree to which individuals exhibit an uncaring and insensitive response to the suggestions or needs of others. An illustrative item related to DP is "I feel I treat some students as if they are impersonal objects." Additionally, PA assesses individuals' feelings of competence and their sense of achieving success in their work. A sample item from this subscale is "I can easily understand how my students feel about things." It is worth noting that the MBI-ES has been extensively validated through previous research, and it has demonstrated reliability with coefficients of 0.90 for EE, 0.79 for DP, and 0.71 for PA [51].

4.4. Pilot testing of questionnaire

For the pilot test of the instrument, the research chose 30 teachers from a selected SHS in the Greater Accra Region. The Cronbach's alpha (α) values for the burnout dimensions of EE, DP, and PA were 0.719, 0.814, and 0.785, respectively. The instrument's overall Cronbach's α coefficient was 0.855. In the study, Table 2 displays the Cronbach's α and McDonald's omega (ω) values for the burnout domains. As shown in Table 2, all Cronbach's α and McDonald's ω values for the burnout domains exceed the 0.7 threshold, affirming the reliability of the data collection instrument, as per the recommendations of DeVellis and Thorpe [52]. Furthermore, the overall Cronbach's α and McDonald's ω values for the instrument were 0.786 and 0.764, respectively. These values, surpassing the recommended threshold of 0.70, affirm the credibility and reliability of the data collected through the instrument.

Table 2
Reliability for the domains of burnout

S/N	Domains of burnout	No. of items	Cronbach's α	MacDonald's omega (ω)
1	EE	9	0.830	0.832
2	DP	5	0.680	0.712
3	PA	8	0.751	0.761
	Burnout instrument	22	0.786	0.764

4.5. Ethical consideration

The investigators sought for clearance from Institutional Review Board (IRB) (Ethical Clearance – ID [UCCIRB/CES/2020/12]) of the University of Cape Coast (UCC). The researchers obtained permission from the school headmasters and headmistresses of the chosen SHSs to collect data from the teachers. Additionally, a consent was obtained from the teachers to ensure their participation in the study.

4.6. Data collection procedure

Data collection commenced immediately upon receiving clearance from the IRB at the UCC and obtaining approval from the researcher's supervisors. The primary focus of the researcher was on distributing questionnaires in four schools. To assist in administering the questionnaires in the remaining six schools, two trained research assistants (RAs) were engaged, with one RA assigned to three schools. In order to proceed, the headmaster or headmistress of each school granted permission for questionnaire administration. Afterwards, the questionnaires were distributed to the teachers. The data collection phase spanned from 3 weeks to 1 month, resulting in the collection of the entire dataset. Given the practicality for both the researcher and the RAs to complete the data collection within a 2-week timeframe, the remaining questionnaires were entrusted to a designated representative in each school. These representatives were responsible for collecting the completed questionnaires on behalf of the researcher. A total of 520 questionnaires were collected from the 542 distributed within the 10 selected schools, resulting in a questionnaire return rate of 95.94%.

4.7. Data analysis procedure

The gathered data from the field underwent an initial assessment and editing phase to ensure its comprehensive nature prior to analysis. Subsequently, the data were encoded, scrutinized, and translated into quantitative summary reports for examination using Statistical Product for Service Solution (SPSS) version 26. Essentially, descriptive statistics such as frequencies and percentages were utilized to portray the demographic characteristics of teachers in the chosen schools. Additionally, multivariate analysis of variance (MANOVA) was employed to assess the three research hypotheses.

5. Results

In this segment, we unveil the outcomes of our investigation, shedding light on the research hypotheses formulated to navigate the study.

5.1. Variation in burnout among teachers based on their gender

This hypothesis examined if there existed a substantial variation in burnout among teachers depending on their gender. Table 3 illustrates mean (M) and standard deviation (SD) for the EE, DP, and PA based on gender.

From Table 3, it seems that male teachers have higher EE ($M = 3.02$, $SD = 0.77$) than females. Also, male teachers had higher PA ($M = 3.68$, $SD = 0.62$) as compared to females. Further analysis was conducted using MANOVA, and the results are presented in Table 4.

The homogeneity of variance–covariance matrices using Box's M test was performed. The test results indicated $M = 42.049$, F (6, 192575.205) = 6.928, $p < 0.05$, suggesting that

Table 3
Descriptive statistics for the dimensions of burnout based on gender

Dimensions of burnout	Variable Gender	*M*	*SD*
Emotional exhaustion	Male	3.02	0.77
	Female	2.96	0.90
Depersonalization	Male	2.20	0.71
	Female	2.43	0.97
Personal accomplishment	Male	3.68	0.62

Note: Scale *M*: 1.00–1.49 (very low); 1.50–2.49 (low); 2.50–3.49 (moderate); 3.50–4.49 (high); 4.50–5.00 (very high).

the assumption of variance–covariance matrices was not met. Due to this violation, Wilks' lambda (Λ_W) test was employed to assess the statistical significance. According to Table 4, a substantial variance exists in the burnout among teachers based on their gender, F (3, 516.000) = 13.837, $p < 0.001$; Λ_W) = 0.926, $\eta_p^2 = 0.074$. This finding corroborates the descriptive statistics, indicating that male teachers experience higher EE compared to their female counterparts.

5.2. Difference in burnout among teachers based on their educational qualification

This research hypothesis examined the variances in burnout based on teachers' educational qualification. Table 5 shows the descriptive statistics for the difference in burnout dimensions based on educational qualification.

In Table 5, teachers who have master's degree have higher EE ($M = 3.50$, $SD = 0.90$) than those who have first degree and Ph.D. In addition, it appears that teachers who hold Ph.D. had higher PA ($M = 3.66$, $SD = 0.36$) than those who have first degree and master's degree. Table 6 shows variations in burnout according to educational qualifications.

The homogeneity test indicated $M = 215.287$, F (12, 27326.276) = 15.868, $p < 0.05$, signaling that the assumption of variance–covariance matrices was not met. In light of this violation, Wilks' lambda (Λ_W) test was employed to assess the statistical significance. The results presented in Table 6 demonstrate a significant disparities in burnout among teachers based on their educational qualification, F (6, 1030.000) = 28.170, $p < 0.001$; Λ_W) = 0.738, $\eta_p^2 = 0.141$. This result suggests that the experience of burnout among teachers is influenced by their educational qualification. Subsequently, Table 7 reveals the outcomes of the tests of between-subject effects.

The corrected models for EE, F (2, 517) = 66.554, $p < 0.001$, $\eta_p^2 = 0.205$; DP, F (2, 517) = 62.987, $p < 0.001$, $\eta_p^2 = 0.196$; and PA, F (2, 517) = 3.391, $p = 0.034 < 0.05$, $\eta_p^2 = 0.013$, were statistically significant. This result reveals that significant differences were observed in teachers' EE, DP, and PA based on their educational qualification. Table 8 shows a post-hoc analysis of the differences in EE, DP, and PA.

Table 5
Descriptive statistics for the dimensions of burnout based on educational qualification

Dimensions of burnout	Variable Educational qualification	*M*	*SD*
Emotional exhaustion	First degree	2.74	0.63
	Master's	3.50	0.90
	Ph.D.	3.48	0.20
Depersonalization	First degree	1.99	0.59
	Master's	2.67	0.86
	Ph.D.	2.85	0.82
Personal accomplishment	First degree	3.65	0.71
	Master's	3.49	0.64
	Ph.D.	3.66	0.36

Table 8 reveals a statistically significant distinction in EE levels between teachers holding first degree qualifications and those with master's degrees. Additionally, a significant difference in EE was identified when comparing teachers with first degree qualifications to those with Ph.D. degrees.

5.3. Difference in burnout among SHS teachers based on their teaching experience

Hypothesis 3 aimed to investigate whether there was a notable distinction in the facets (EE, DP, and PA) of burnout, contingent upon teachers' years of teaching experience. Table 9 shows the descriptive statistics for the variations in EE, DP, and EE based on teaching experience.

From Table 9, teachers who had 21–30 years of teaching experience had higher EE ($M = 4.26$, $SD = 0.47$) than those who had 1–10 and 11–20 years of teaching experience. Teachers who had 1–10 years of teaching experience had higher PA ($M = 3.72$, $SD = 0.68$) than those who had 11–20 and 21–30 years of teaching experience. Table 10 illustrates that a MANOVA was employed to ascertain the variations in burnout concerning teachers' teaching experience.

The Box's M test yielded results of $M = 312.992$, F (12, 196780.408) = 25.750, $p < 0.05$, indicating a lack of adherence to the assumption of equal variance–covariance matrices. Subsequently, the Wilks' lambda (Λ_W) test was employed for assessing statistical significance. As illustrated in Table 10, a statistically significant difference in teacher burnout based on teaching experience was observed, with F (6, 1030.000) = 64.337, $p < 0.001$; Λ_W) = 0.529, and $\eta_p^2 = 0.273$. This outcome suggests that burnout is dependent on teachers' teaching experience. Table 11 shows the univariate results.

The corrected models for EE, F (2, 517) = 66.554, $p < 0.001$, $\eta_p^2 = 0.205$; DP, F (2, 517) = 62.987, $p < 0.001$, $\eta_p^2 = 0.196$; and PA, F (2, 517) = 3.391, $p = 0.034 < 0.05$, $\eta_p^2 = 0.013$, were

Table 4
Differences in burnout based on gender

Effect		Value	*F*	Hypothesis df	Error df	Sig.	Partial eta squared (η_p^2)
Gender	Pillai's trace	0.074	13.837	3.000	516.000	<0.001	0.074
	Wilks' lambda	0.926	13.837	3.000	516.000	<0.001	0.074
	Hotelling's trace	0.080	13.837	3.000	516.000	<0.001	0.074
	Roy's largest root	0.080	13.837	3.000	516.000	<0.001	0.074

Significant at 0.05 level

Table 6
Differences in burnout based on educational qualification

Effect		Value	*F*	Hypothesis df	Error df	Sig.	η_p^2
Educational qualification	Pillai's trace	0.264	26.173	6.000	1032.000	<0.001	0.132
	Wilks' lambda	0.738	28.170	6.000	1030.000	<0.001	0.141
	Hotelling's trace	0.352	30.180	6.000	1028.000	<0.001	0.150
	Roy's largest root	0.344	59.182	3.000	516.000	<0.001	0.256

Significant at 0.05 level

Table 7
Tests of between-subjects effects

Source	Dependent variable	Type III sum of squares	df	Mean square	*F*	Sig.	η_p^2
Corrected model	EE	67.028	2	33.514	66.554	<0.001	0.205
	DP	60.992	2	30.496	62.987	<0.001	0.196
	PA	3.067	2	1.534	3.391	0.034	0.013
Intercept	EE	2208.221	1	2208.221	4385.224	<0.001	0.895
	DP	1319.951	1	1319.951	2726.227	<0.001	0.841
	PA	2727.675	1	2727.675	6031.586	<0.001	0.921
Educational qualification	EE	67.028	2	33.514	66.554	<0.001	0.205
	DP	60.992	2	30.496	62.987	<0.001	0.196
	PA	3.067	2	1.534	3.391	0.034	0.013
Error	EE	260.340	517	0.504			
	DP	250.315	517	0.484			
	PA	233.804	517	0.452			
Total	EE	5043.438	520				
	DP	2932.120	520				
	PA	6989.449	520				
Corrected total	EE	327.368	519				
	DP	311.307	519				
	PA	236.871	519				

Note: η_p^2 = Partial eta squared

statistically significant. This result reveals that significant differences were observed in teachers' EE, DP, and PA based on their educational qualification. A post-hoc analysis was executed with the objective of discerning the precise loci of burnout distinctions, and the results are presented in Table 12.

Table 12 indicates a statistically significant variance in EE between teachers with 1–10 years of teaching experience and those with 21–30 years of experience. Additionally, a significant difference was observed between teachers with 11–20 years of experience and those with 21–30 years. Furthermore, Table 6 highlights statistically significant differences in EE between teachers with 21–30 years of experience and both the 1–10 years and 11–20 years categories. Regarding DP, a significant difference was observed among teachers with teaching experience ranging from 1–10 to 21–30 years. Finally, a significant variation was found in PA among teachers with teaching experience ranging from 1–10 to 21–30 years.

6. Discussion

The first research hypothesis aimed to investigate if notable disparities in burnout existed among teachers concerning their gender. The study revealed a significant difference in burnout associated with teachers' gender. More precisely, the research indicated that male teachers experienced heightened levels of EE when compared to their female counterparts. These findings suggest that male teachers encounter greater EE than their female colleagues. EE entails feelings of being emotionally depleted and overburdened, which can subsequently lead to diminished job satisfaction and overall well-being. There may be various factors contributing to the higher EE among male SHS teachers. These could include differences in coping mechanisms, work-related stressors, classroom dynamics, administrative pressures, or societal expectations related to gender roles [53]. Also, the disparities in burnout observed between male and female educators may stem from various factors, including diverse career anticipations influenced by differences in the socialization of gender roles or variances in how men and women cope with stress, as suggested by Purvanova and Muros [20]. Also, women might benefit from a more extensive range of social connections and support systems compared to men, which could assist them in managing burnout [54, 55]. These results contrast with Bhardwaj's [21] findings, where no significant difference in burnout was observed between male and female secondary school teachers. Interestingly, some studies have reported that males experience higher levels of burnout than females [23, 26]. For instance, Al-Asadi et al. [26] revealed that primary school male teachers experienced higher levels of burnout than females in Iraq. However, in Ghana, Odonkor and Frimpong [22] uncovered a different perspective, noting that female healthcare workers are more prone to burnout than their male counterparts.

Table 8
Multiple comparison

Dependent variable	(I) Educational qualification	(J) Educational qualification	Mean difference (I-J)	Std. error	Sig.
Emotional Exhaustion	First degree	Master's degree	−0.7524*	0.06882	<0.001*
		Ph.D.	−0.7314*	0.13525	<0.001*
	Master's degree	First degree	0.7524*	0.06882	<0.001*
		Ph.D.	0.0210	0.14147	0.988
	Ph.D.	First degree	0.7314*	0.13525	0.000*
		Master's degree	−0.0210	0.14147	0.988
Depersonalization	First degree	Master's degree	−0.6821*	0.06748	<0.001*
		Ph.D.	−0.8556*	0.13262	<0.001*
	Master's degree	First degree	0.6821*	0.06748	<0.001*
		Ph.D.	−0.1736	0.13872	0.453
	Ph.D.	First degree	0.8556*	0.13262	<0.001*
		Master's degree	0.1736	0.13872	0.453
Personal Accomplishment	First degree	Master's degree	0.1673*	0.06521	0.026*
		Ph.D.	−0.0036	0.12817	0.977
	Master's degree	First degree	−0.1673*	0.06521	0.026*
		Ph.D.	−0.1709	0.13406	0.311
	Ph.D.	First degree	0.0036	0.12817	0.977
		Master's degree	0.1709	0.13406	0.311

Significant at 0.05 level

Table 9
Descriptive statistics for EE, DP, and PA based on teaching experience

Dimensions of burnout	Variable Teaching experience	*M*	*SD*
Emotional exhaustion	1–10	2.78	0.58
	11–20	2.90	0.78
	21–30	4.26	0.47
Depersonalization	1–10	2.02	0.67
	11–20	2.34	0.66
	21–30	3.08	0.80
Personal accomplishment	1–10	3.72	0.68
	11–20	3.56	0.62
	21–30	3.16	0.55

Also, the study determined whether there existed a substantial variance in teachers' burnout in relation to their educational qualifications. The study revealed a significant difference in burnout linked to teachers' educational backgrounds. This finding suggests that the rate at which teachers experience burnout is subtle to their educational qualification. Precisely, teachers who have master's degree had higher EE than those who had first degree. Additionally, teachers who had Ph.D. as their educational qualification had higher EE than those with first degree. These findings suggest that teachers with a master's degree and Ph.D. experience higher levels of EE compared to those with only a first degree (bachelor's degree). This indicates that higher levels of education do not necessarily protect against EE in the teaching profession. There may be various factors contributing to the higher EE among teachers with master's degrees. These could include increased job responsibilities, higher expectations, additional administrative duties, research commitments, and greater pressure to excel in their profession [53]. The outcome of the study aligns with the results obtained by Jamaludin and You [27], revealing a statistically significant distinction in DP among Malaysian teachers holding bachelor's degrees. Also, their research indicated high levels of EE among teachers with bachelor's, master's, and Ph.D. degrees.

The final research hypothesis aimed to assess whether a notable disparity existed in burnout among teachers concerning their years of teaching experience. The study showed a significant difference in the teaching experience of teachers concerning burnout. By implication, significant variations were observed in teaching experience among teachers concerning burnout. Specifically, the research revealed that teachers with 21–30 years of teaching experience exhibited elevated levels of EE compared to those with 1–10 and 11–20 years of teaching experience. This suggests that the duration of teaching experience might be a significant factor contributing to

Table 10
Variances in burnout based on teaching experience

Effect		Value	*F*	Hypothesis df	Error df	Sig.	η_p^2
Teaching experience	Pillai's trace	0.483	54.738	6.000	1032.000	<0.001	0.241
	Wilks' lambda	0.529	64.337	6.000	1030.000	<0.001	0.273
	Hotelling's trace	0.867	74.314	6.000	1028.000	<0.001	0.303
	Roy's largest root	0.841	144.594	3.000	516.000	<0.001	0.457

Significant at 0.05 level

Table 11
Tests of between-subjects effects

Source	Dependent variable	Type III sum of squares	Df	Mean square	*F*	Sig.	η_p^2
Corrected model	EE	125.534	2	62.767	160.778	<0.001	0.383
	DP	65.294	2	32.647	68.608	<0.001	0.210
	PA	18.170	2	9.085	21.476	<0.001	0.077
Intercept	EE	3943.083	1	3943.083	10100.226	<0.001	0.951
	DP	2207.238	1	2207.238	4638.541	<0.001	0.900
	PA	4337.885	1	4337.885	10254.571	<0.001	0.952
Teaching experience	EE	125.534	2	62.767	160.778	<0.001	0.383
	DP	65.294	2	32.647	68.608	<0.001	0.210
	PA	18.170	2	9.085	21.476	<0.001	0.077
Error	EE	201.834	517	0.390			
	DP	246.013	517	0.476			
	PA	218.701	517	0.423			
Total	EE	5043.438	520				
	DP	2932.120	520				
	PA	6989.449	520				
Corrected total	EE	327.368	519				
	DP	311.307	519				
	PA	236.871	519				

Table 12
Multiple comparison

Dependent variable	(I) teaching experience (in years)	(J) teaching experience (in years)	Mean difference (I-J)	Std. error	Sig.
Emotional Exhaustion	1–10	11–20	−0.1202	0.06438	0.150
		21–30	−10.4762*	0.08300	<0.001
	11–20	1–10	0.1202	0.06438	0.150
		21–30	−10.3560*	0.09258	<0.001
	21–30	1–10	10.4762*	0.08300	<0.001
		11–20	10.3560*	0.09258	<0.001
Depersonalization	1–10	11–20	−0.3140*	0.07108	<0.001
		21–30	−10.0607*	0.09164	<0.001
	11–20	1–10	0.3140*	0.07108	<0.001
		21–30	−0.7467*	0.10221	<0.001
	21–30	1–10	10.0607*	0.09164	<0.001
		11–20	0.7467*	0.10221	<0.001
Personal Accomplishment	1–10	11–20	0.1621*	0.06702	0.042
		21–30	0.5603*	0.08640	<0.001
	11–20	1–10	−0.1621*	0.06702	0.042
		21–30	−0.1202	0.06438	0.150
	21–30	1–10	−10.4762*	0.08300	<0.001
		11–20	0.1202	0.06438	0.150

Significant at 0.05 level

emotional well-being in educators. Again, the findings suggest that as teachers accumulate more years of experience in the profession, they may be more susceptible to EE, potentially leading to burnout. The long-term exposure to various stressors in the teaching environment might contribute to this phenomenon. Conversely, Al-Asadi et al. [26] discovered that younger teachers and those with less tenure experienced notably higher burnout rates compared to their more seasoned counterparts. Likewise, other studies by Lau et al. [23], Luk et al. [24], and Singh et al. [25] have illustrated a notable variation in burnout levels associated with the teaching experience of teachers. However, Bhardwaj [21] did not identify any significant disparity in SHS teachers' burnout based on their teaching experience.

7. Conclusions

The research revealed significant variation in burnout levels among educators, with discernible differences based on factors such as gender, educational background, and teaching tenure. In summary, the study suggests that teaching experience, gender, and educational qualifications exert an influence on EE, DP, and PA among teachers. Also, the following conclusions have been made.

Firstly, the higher EE experienced by male SHS teachers suggests that there might be gender-specific challenges and stressors in the teaching profession. These challenges could impact male teachers differently than their female colleagues, leading to variations in emotional well-being.

Secondly, the finding highlights the complex nature of burnout experienced by teachers with the highest educational qualification. It suggests that academic achievement does not automatically shield individuals from EE and job-related stress. Therefore, regardless of their level of education, all teachers require appropriate support systems and workload management to prevent EE.

Moreover, the study highlights the long-term challenges faced by educators who have been in the profession for 21–30 years. The accumulation of stressors over time may have a cumulative effect on emotional well-being, impacting job satisfaction and overall mental health. The findings highlight the importance of prioritizing teacher well-being throughout their careers.

8. Future Research and Implications

The following reflections for future research and implications were made based on the conclusions of the study:

1. Further studies ought to prioritize the utilization of a mixed-method approach to investigate both the burnout experienced by teachers and additional factors that could impact such burnout, going beyond their demographic characteristics.
2. Also, since the study focused on public SHSs, the findings of the study cannot be generalized to all teachers in Ghana; therefore, future research should focus on involving all SHS teachers in Ghana.
3. Schools and educational institutions should develop gender-inclusive support programs that acknowledge and cater to the emotional needs of all teachers. These programs should be sensitive to the unique challenges faced by male teachers, promoting open discussions about emotional well-being. Also, encouraging open communication among teachers, regardless of gender, can create a supportive milieu where they can share their feelings, experiences, and concerns. This can foster a sense of camaraderie and empathy among colleagues, leading to increased emotional support. In addition, educational institutions should provide emotional support and coping strategies to all teachers, irrespective of their educational attainment. Workshops, counseling services, and peer support groups can be instrumental in helping teachers manage burnout effectively.
4. Providing access to professional counseling services within the educational setting can be crucial for teachers experiencing EE. Confidential counseling sessions can offer a safe space for teachers to discuss their challenges and receive personalized support.
5. The counseling services offered in SHSs should organize targeted gender-specific seminars and workshops aimed at empowering both male and female teachers. These programs should focus on promoting coping strategies that are sensitive to gender differences while reinforcing their respective masculine and feminine attributes. For instance, in the context of burnout, men tend to find solace in activities such as watching sports, both at home and in public venues, visiting leisure spots, or simply taking a walk. On the other hand, women often cope with burnout by engaging in activities such as singing, engaging in extensive conversations, watching movies, or immersing themselves in storybooks. To effectively address burnout and enhance the well-being of teachers, counselors should educate both male and female educators on the adoption of proactive problem-solving coping mechanisms. These strategies can equip them with the tools to overcome burnout, enabling them to find fulfillment in their teaching profession and overall life experiences.
6. Schools should offer tailored support programs specifically designed for teachers with 21–30 years of experience. These programs can include workshops on stress management, work-life balance, and coping strategies to address EE effectively. Also, it is essential to address signs of EE early on in a teacher's career. Identifying and providing support during the initial years can prevent the escalation of EE as they gain more experience.

Ethical Statement

This study does not contain any studies with human or animal subjects performed by any of the authors.

Conflicts of Interest

The authors declare that they have no conflicts of interest to this work.

Data Availability Statement

The data that supports the findings of this study are available from the corresponding author on reasonable request.

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