The Relationship Between Job Demands and Job Resources and Teacher Burnout: A Systematic Literature Review

*1Widia Rosinta , 2Agung Kristanto,3 Solikhah Solikhah

1Magister Kesehatan Masyarakat, Fakultas Kesehatan Masyarakat, Universitas Ahmad Dahlan, Jl. Prof. Dr. Soepomo SH, Yogyakarta, Indonesia 55164

2Prodi Teknik Industri, Fakultas Teknologi Industri, Universitas Ahmad Dahlan, Jl. Ki Ageng Pemanahan, Yogyakarta, Indonesia 55191

3Fakultas Kesehatan Masyarakat, Universitas Ahmad Dahlan, Jl. Prof. Dr. Soepomo SH, Yogyakarta, Indonesia 55164

Correspondence e-mail: 2408053028@webmail.uad.ac.id

Abstract

This study aims to identify and synthesize empirical evidence on the relationship between job demands, job resources, and burnout in the teaching profession through a Systematic Literature Review (SLR) approach. The review process followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines and employed the PIOT framework (Population, Issue, Outcome, Type of Study) to formulate research questions and guide the search strategy. Literature searches were conducted in two electronic databases, Google Scholar and PubMed, covering publications from 2021 to 2025. Of the 602 articles initially identified, six studies met the inclusion criteria after systematic screening and full-text eligibility assessment and were subsequently analyzed in depth. The synthesis of findings indicates that job demands particularly workload, role conflict, and role ambiguity are consistently and positively associated with teacher burnout. In contrast, job resources such as social support and a supportive work environment tend to function as protective factors, although their buffering effects vary across educational contexts and organizational conditions. These findings underscore the complex and context-dependent nature of the relationships between job demands, job resources, and burnout. This review contributes theoretically by reinforcing the Job Demands–Resources framework within the context of the teaching profession and offers practical implications for policymakers and school administrators in developing more comprehensive and sustainable strategies to prevent teacher burnout.

Keywords: burnout, teachers, job demands, job resources

INTRODUCTION

Education is a deliberate and structured endeavor aimed at establishing learning environments and instructional processes that enable learners to actively cultivate spiritual, intellectual, social, and practical competencies essential for social, national, and civic life (Law Number 20 of 2003 on the National Education System). Within this framework, education operates as an integrated system that shapes human resource quality through the development of knowledge, attitudes, skills, and moral values. Schools and teachers constitute the core elements of this system and play a decisive role in determining educational effectiveness. Teachers, as primary agents of instruction and character formation, occupy a strategic position, making educational quality highly dependent on their professional conditions and overall well-being (Astisya, 2021).

As professional educators, teachers assume multifaceted responsibilities, including educating, teaching, guiding, directing, training, assessing, and evaluating students across formal education levels (Law Number 14 of 2005 on Teachers and Lecturers). These extensive responsibilities situate teachers in work contexts characterized by substantial

academic, administrative, and emotional demands. Beyond meeting instructional targets, teachers are required to manage administrative workloads, comply with curriculum requirements, and respond to social expectations from students, parents, and educational institutions. When such cumulative demands are not adequately balanced by available job resources, they may result in prolonged work-related stress.

Over the past decade, teacher burnout has increasingly been recognized as a global concern warranting serious attention. International reports document a rise in long-term leave among teachers as well as heightened intentions to exit the profession due to difficulties in managing work-related stress, particularly during the 2020–2022 period (Amelia et al., 2024). These trends suggest that burnout has shifted from an individual-level issue to a broader systemic challenge within educational systems. In Indonesia, growing attention to teacher burnout reflects its association with declining instructional quality, increased absenteeism, and stronger intentions to change careers (Payung & Soetjiningsih, 2023).

Burnout is commonly conceptualized as a condition of emotional, physical, and mental exhaustion resulting from sustained exposure to work-related stressors (Elvita et al., 2025). Within the teaching profession, burnout typically manifests through emotional exhaustion, reduced work motivation, the emergence of cynical attitudes or depersonalization toward students and professional tasks, and a diminished sense of personal accomplishment (Meilina et al., 2022). Beyond its consequences for individual mental health, teacher burnout has been shown to directly affect instructional effectiveness, the quality of teacher–student interactions, and the broader school climate (Brandão et al., 2025).

The Job Demands–Resources (JD-R) model is among the most widely applied theoretical frameworks for explaining the development of burnout. According to this model, burnout emerges when job demands exceed available job resources over time (Ninaus et al., 2021). Job demands encompass work aspects that require continuous physical, cognitive, or emotional effort, including high workload, time pressure, role conflict and ambiguity, administrative obligations, and emotional demands arising from interactions with students and parents. Empirical evidence from European contexts indicates that teachers exposed to elevated job demands are more likely to experience higher levels of burnout compared to those facing lower demand conditions (Drüge et al., 2021).

In addition to traditional work demands, technological advancement and the digitalization of education have introduced new forms of job demands in the teaching profession. Evidence from studies conducted in China indicates that work-related social media engagement outside formal working hours intensifies work stress, increases role ambiguity, and contributes significantly to burnout among secondary school teachers (Jian & Zhou, 2025). These findings suggest an increasing erosion of boundaries between professional and personal life, thereby heightening the risk of work–life conflict and psychological exhaustion among teachers.

Conversely, the JD-R model highlights job resources as critical protective factors that can mitigate the negative impact of job demands. Job resources include social support from colleagues and school leaders, supportive organizational climates, instructional autonomy, opportunities for professional development, and personal resources such as self-concept and locus of control. Research conducted in Australia demonstrates that strong social support and supportive school leadership are negatively associated with burnout while simultaneously enhancing teacher work engagement (Collie, 2023). These findings are further corroborated by cross-national meta-analyses emphasizing the buffering function of job resources in reducing work-related stress (Mazzetti et al., 2023).

Despite this evidence, empirical findings concerning the role of job resources remain inconsistent across educational contexts. Several studies conducted in Indonesia report that although job demands consistently exert a significant influence on teacher burnout, job resources do not always demonstrate a strong protective effect (Payung & Soetjiningsih, 2023). Variations in school organizational structures, work culture, employment status, and educational management systems are likely to shape the extent to which job resources effectively mitigate burnout. This variability underscores the contextual and multifaceted nature of the relationships among job demands, job resources, and burnout.

Although research on teacher burnout has grown substantially, existing findings remain dispersed and heterogeneous, particularly regarding the most salient job demands, the types of job resources that are most effective, and the degree to which resources function as buffers against job demands. Furthermore, the emergence of digitally mediated work demands highlights the need for an updated and systematic synthesis of recent empirical evidence. Accordingly, a systematic literature review is warranted to consolidate and synthesize current research examining the relationships between job demands, job resources, and teacher burnout.

Against this backdrop, the present study aims to systematically identify and synthesize empirical findings published over the past five years concerning the relationships between job demands, job resources, and teacher burnout. Specifically, this review seeks to (1) identify the dominant forms of job demands contributing to teacher burnout, (2) examine types of job resources that serve as protective factors, (3) analyze the extent to which job resources buffer the adverse effects of job demands across educational contexts, and (4) derive implications for school management policies and practices aimed at preventing teacher burnout.

In line with these objectives, this systematic review addresses the following questions: Which forms of job demands are most frequently reported in studies from the past five years, and how are they associated with teacher burnout? What types of job resources are identified across educational contexts, and how do they function as protective factors? To what extent do job resources buffer the negative effects of job demands? How do variations in educational context, school organizational characteristics, and teacher employment status shape the relationships among job demands, job resources, and burnout? Addressing these questions is expected to provide a comprehensive, evidence-based understanding of teacher burnout dynamics and to inform the development of more contextualized and sustainable intervention strategies to enhance teacher well-being and educational quality.

METHODS

This study employed a Systematic Literature Review (SLR) approach aimed at identifying, analyzing, and synthesizing empirical research findings related to the relationship between job demands and job resources and levels of teacher burnout. The SLR approach was selected because it enables the provision of a comprehensive, evidence-based overview through a systematic and transparent process of literature searching, selection, and analysis. All stages of this review were conducted in accordance with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines, as recommended by Page et al. (2021).

The SLR process is illustrated in Figure 1, which presents the research stages based on the PIOT model. The first stage involved the formulation of research questions using the PIOT framework (Population, Issue, Outcome, and Type of Study) as a conceptual basis to define the scope of the review and guide the literature search strategy. The second stage consisted of searching electronic databases to identify primary studies

examining the relationship between job demands, job resources, and burnout among teachers. The third stage focused on developing recommendations based on the results of the analysis and synthesis of articles that met the predefined inclusion criteria.
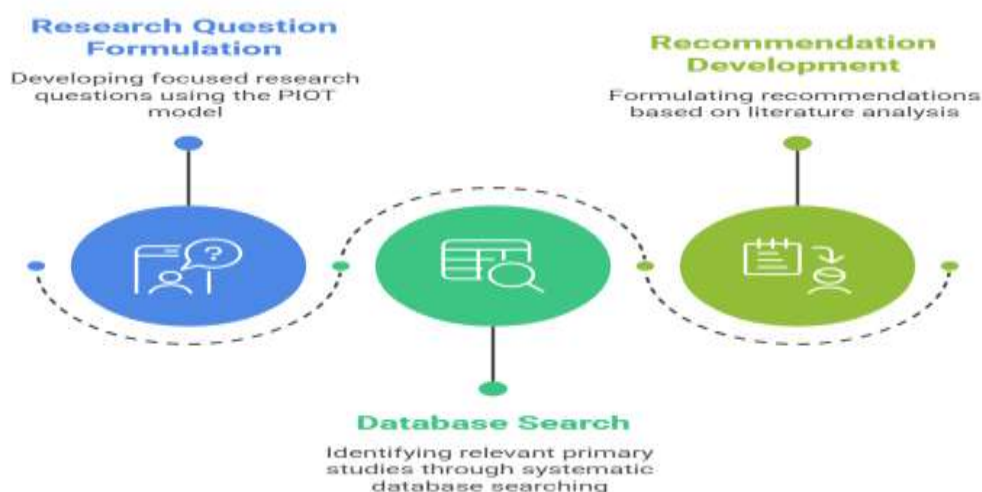

Figure 1 Conceptual flow of PIOT-based SLR research

Article searches were conducted using two primary electronic databases, Google Scholar and PubMed, covering publications from 2021 to 2025. This time frame was selected to capture the most recent empirical findings relevant to the evolving dynamics of teachers' job demands and job resources. The search keywords consisted of combinations of the terms *"Job Demands," "Job Resources," "Burnout,"* and *"Teachers,"* applied in both English and Indonesian to maximize the retrieval of relevant literature.

To clarify the scope and focus of the review, this study adopted the PIOT framework as a guiding reference for formulating research questions and developing the search strategy. The detailed components of the PIOT framework are presented in Table 1, including the study population, key issues examined, expected outcomes, and types of studies included.

Table 1. PIOT Framework of the Study

Component	Description
Population (P)	Teachers (Elementary School, Junior High School, and Senior High School)
Issue (I)	Job demands and job resources in teachers' work environments
Outcome (O)	The relationship between job demands, job resources, and burnout levels
Type of Study (T)	Observational studies with a cross-sectional design

Based on the systematic search using the predefined keywords across the two databases, a total of 602 articles were identified at the initial identification stage, comprising 557 articles from Google Scholar and 45 articles from PubMed. All identified records then underwent an initial screening process, which involved removing duplicate articles and assessing the relevance of titles and abstracts according to the inclusion criteria. This step resulted in a subset of articles deemed suitable for further evaluation through full-text review.

During the eligibility assessment stage, articles were examined in greater depth by considering the appropriateness of the research design, study population, measured variables, and publication period. The inclusion criteria were as follows: 1) quantitative research articles; 2) studies involving teachers as research subjects; 3) measurement of job demands, including workload, role conflict, and role ambiguity; 4) measurement of job resources, including social support and work environment factors; 5) publications

issued between 2021 and 2025; and 4)articles written in English or Indonesian. The exclusion criteria included editorials, opinion papers, and non-systematic literature reviews.

The final selection process resulted in six articles that met all inclusion criteria and were deemed eligible for further analysis, consisting of two articles from Google Scholar and four articles from PubMed. The entire process of identification, screening, eligibility assessment, and final inclusion is visually summarized in the PRISMA flow diagram (Figure 2), which illustrates the article selection procedure in a transparent and systematic manner.
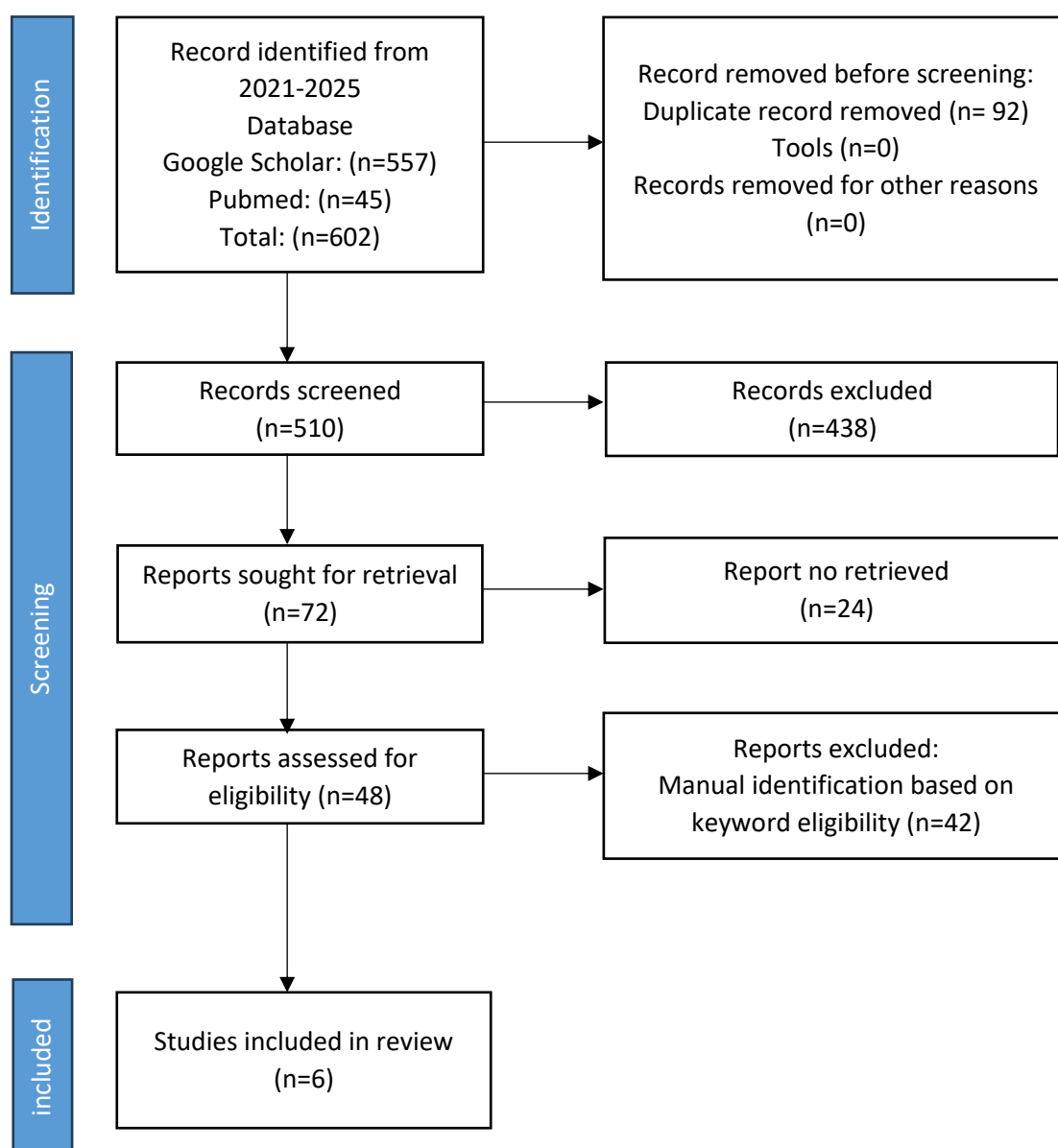

Figure 1 Conceptual flow of PIOT-based SLR research

RESULTS AND DISCUSSION

Results of Study Selection and Evidence Synthesis

The synthesis of six eligible studies demonstrates a convergent pattern in explaining teacher burnout through the interaction between job demands and job

resources. Across all included articles, burnout is consistently associated with elevated work demands and insufficient or ineffective job resources within school settings. Despite variations in educational level, geographical context, and employment status, the reviewed evidence indicates a shared structural mechanism underlying burnout among teachers.

The extracted findings reveal that job demands are predominantly represented by excessive workload, time pressure, role conflict, emotional labor, administrative burden, and the extension of work into non-working hours. Notably, recent studies highlight digitally mediated demands particularly work-related social media use as an emerging stressor that exacerbates psychological strain. In contrast, job resources identified in the reviewed literature include social support, favorable organizational climate, instructional autonomy, personal psychological resources, and regulatory capacities for managing stress. While most studies report a protective association between job resources and burnout, the strength of this relationship varies across contexts.

Summary of Included Studies

To enhance transparency and cross-study comparability, the key characteristics and findings of the six included studies are summarized in Table 1, in accordance with PRISMA recommendations for structured result reporting.

Table 1. Summary of Empirical Studies on Job Demands, Job Resources, and Teacher Burnout

Author(s) & Year	Context & Sample	Design	Instruments	Dominant Job Demands	Key Job Resources	Core Findings
Alfina Chairani & Tatiyani (2024)	Public vocational teachers, Jakarta (n = 100)	Quantitative, cross-sectional	MBI-based burnout scale, work environment and self-concept scales	Work pressure, unfavorable environment	Work environment, self-concept	Work environment and self-concept showed significant negative associations with burnout
Meilina et al. (2022)	Contract elementary teachers, Jambi (n = 40)	Quantitative, cross-sectional	MBI, locus of control scale	Workload, role pressure	Locus of control	Burnout was significantly associated with age, marital status, and locus of control
Asj et al. (2022)	Islamic junior high teachers, Sidoarjo (n = 50)	Quantitative	Burnout questionnaire, JD–R scale	Academic and administrative demands	Internal resources	Job demands significantly predicted burnout; job resources were non-significant
Llorca-Pellicer et al. (2021)	Non-university teachers, Europe	Quantitative, cross-sectional	MBI, JD–R measures	Workload, time pressure, emotional demands	Social support, autonomy	Job resources moderated the impact of job

Author(s) & Year	Context & Sample	Design	Instruments	Dominant Job Demands	Key Job Resources	Core Findings
	(≈700–800)					demands on burnout
Drüge et al. (2021)	Teachers, Germany (n = 466)	Quantitative, cross-sectional	Burnout and general health scales	Role conflict, work–life conflict	Job influence	Burnout negatively affected health and life satisfaction
Jian & Zhou (2025)	Secondary teachers, China (n = 1,218)	Quantitative, cross-sectional	Burnout scale, work stress scale, WRSMU scale	Work-related social media use	Work values, stress regulation	Work stress mediated the relationship between WRSMU and burnout

Job Demands as Primary Predictors of Teacher Burnout

Across all included studies, job demands emerge as the most robust and consistent predictors of teacher burnout. High workload and time pressure are repeatedly identified as core stressors, particularly when combined with administrative responsibilities and emotional labor. These demands contribute cumulatively to chronic stress exposure, thereby increasing emotional exhaustion and reducing professional efficacy.

Evidence from national contexts supports this pattern. Alfina Chairani and Tatiyani (2024) demonstrate that sustained work pressure among vocational teachers intensifies burnout, even when certain environmental resources are present. Similarly, Asj et al. (2022) report that academic and administrative demands exert a strong positive effect on burnout among Islamic junior high school teachers, indicating that task multiplicity and role overload remain central stressors in school environments.

International studies further reinforce these findings. Llorca-Pellicer et al. (2021) identify emotional demands such as managing student behavior and responding to parental expectations as salient contributors to burnout, suggesting that the qualitative nature of teaching demands is as influential as workload volume. Drüge et al. (2021) extend this perspective by demonstrating that role conflict and work–life conflict function as indirect job demands that intensify burnout by disrupting boundary management between professional and personal domains.

Importantly, Jian and Zhou (2025) introduce digital work demands as a contemporary extension of traditional job demands. Their findings indicate that work-related social media use outside formal working hours increases work stress, which in turn elevates burnout levels. This highlights the evolving nature of job demands in digitally connected educational systems.

Job Resources and Their Conditional Protective Role

In contrast to job demands, the protective role of job resources appears more context-dependent. Most studies report negative associations between job resources and burnout, yet the magnitude and consistency of these effects vary.

Structural resources such as supportive work environments and leadership are shown to mitigate burnout effectively in several contexts. Alfina Chairani and Tatiyani (2024) find that a positive work environment significantly reduces burnout, while Llorca-Pellicer et al. (2021) demonstrate that social support and instructional autonomy buffer the adverse effects of high job demands.

Personal resources also play a meaningful role. Meilina et al. (2022) identify locus of control as a significant protective factor, indicating that teachers who perceive greater control over work outcomes exhibit lower burnout levels. Similarly, Jian and Zhou (2025) show that stress regulation capacities and work values attenuate the indirect impact of digital job demands through work stress.

However, not all studies confirm a significant buffering effect of job resources. Asj et al. (2022) report non-significant effects of internal job resources, suggesting that the presence of resources alone may be insufficient when demands exceed a critical threshold or when resources are not structurally embedded within school systems. These findings underscore the conditional effectiveness of job resources and point to the importance of organizational integration.

Burnout as a Multidimensional and Contextual Phenomenon

The synthesized evidence confirms that teacher burnout is a multidimensional phenomenon that extends beyond emotional exhaustion to encompass general health, life satisfaction, and long-term professional sustainability. Rather than representing an isolated psychological response, burnout emerges as a cumulative process shaped by prolonged exposure to job demands, insufficient resources, and broader organizational and employment conditions within educational systems.

Empirical findings reported by Drüge et al. (2021) demonstrate a clear association between elevated burnout levels and deteriorating health outcomes among teachers. Teachers experiencing higher burnout report lower physical and psychological well-being, alongside reduced life satisfaction. These outcomes indicate that burnout has implications that extend beyond instructional performance, affecting teachers' overall quality of life. Over time, such conditions may contribute to increased absenteeism, weakened organizational commitment, and a greater likelihood of professional disengagement or attrition.

The contextual nature of burnout is particularly evident among teachers employed under insecure contractual arrangements. Meilina et al. (2022) highlight that contract teachers are disproportionately vulnerable to burnout due to employment instability, financial uncertainty, and limited access to organizational support. These structural constraints intensify emotional strain by reducing perceived job control and increasing role-related stress. As a result, burnout in this group is not merely an individual coping issue but reflects systemic inequalities embedded within employment policies and institutional practices.

In addition to employment-related factors, the digital transformation of educational work has introduced new dimensions to burnout risk. Jian and Zhou (2025) identify work-related social media use outside formal working hours as a significant contributor to burnout, operating indirectly through heightened work stress. In this context, psychological strain functions as a central mediating mechanism linking emerging digital job demands to burnout outcomes. The continuous connectivity enabled by digital platforms blurs the boundaries between work and personal life, limiting opportunities for psychological recovery and increasing the likelihood of work–life conflict.

Collectively, these findings underscore the need to conceptualize teacher burnout as a dynamic and context-dependent phenomenon. Prevention strategies that focus solely on reducing traditional workload indicators are unlikely to be sufficient in contemporary educational settings. Instead, effective burnout mitigation requires adaptive and systemic approaches that address digital job demands, strengthen organizational support structures, and provide targeted protection for structurally vulnerable teacher groups. Recognizing burnout as a multidimensional and contextual

condition is therefore essential for developing sustainable interventions that support teacher well-being and professional longevity.

Implications for Theory and Practice

From a theoretical perspective, the synthesized findings reinforce the robustness and cross-contextual applicability of the Job Demands–Resources (JD-R) model in explaining teacher burnout across diverse educational settings and cultural backgrounds. The reviewed evidence consistently demonstrates that burnout is more likely to emerge when high job demands such as workload intensity, role ambiguity, emotional labor, and digital work pressure are not adequately balanced by sufficient job resources. Importantly, the findings suggest that job resources do not operate as universal protective factors. Instead, their buffering effect appears conditional, depending on contextual variables such as employment status, organizational climate, and leadership quality. This nuance extends the JD-R framework by highlighting the need to incorporate structural and contextual moderators when applying the model to educational work environments.

Theoretically, these results also support a process-oriented understanding of burnout, in which sustained demand–resource imbalance triggers cumulative psychological strain that eventually manifests in health-related and professional outcomes. Such an interpretation aligns with the health impairment pathway of the JD-R model, while also emphasizing the relevance of emerging job demands linked to digitalization and employment precarity. Consequently, future theoretical models of teacher burnout should integrate both traditional and evolving work characteristics to remain contextually relevant.

From a practical standpoint, the synthesis underscores that effective burnout prevention requires coordinated, multi-level interventions rather than isolated individual-focused strategies. At the organizational level, regulating workload distribution, clarifying administrative expectations, and ensuring fair employment conditions are critical for reducing chronic job demands. Leadership practices that promote recognition, participatory decision-making, and psychological safety further strengthen organizational resources that can mitigate burnout risk. At the individual level, interventions aimed at enhancing coping skills and self-regulation may support teachers' resilience, but only when embedded within supportive organizational structures.

Additionally, the growing influence of digital work demands highlights the need for clear institutional policies that define boundaries for after-hours communication and online engagement. Interventions that prioritize individual resilience without parallel organizational and structural reform are unlikely to produce sustainable reductions in burnout. Therefore, aligning theoretical insights from the JD-R model with systemic practice-oriented reforms is essential for fostering long-term teacher well-being and professional sustainability.

CONCLUSION

Based on the synthesis of six articles included in this *Systematic Literature Review*, teacher burnout consistently emerges as a consequence of imbalance between job demands and job resources. Across all reviewed studies, high job demands particularly excessive workload, time pressure, role conflict and ambiguity, as well as emotional and administrative demands are positively associated with increased levels of teacher burnout in diverse educational settings. These cross-study findings indicate that chronic and cumulative work pressures constitute a primary driver of emotional exhaustion, reduced work motivation, and diminished professional functioning among teachers.

Conversely, job resources such as social support, supportive work environments, job autonomy, and personal resources tend to show negative associations with burnout. However, the synthesized evidence indicates that the protective role of job resources is not uniformly observed across contexts. In several studies, available resources were insufficient to offset the negative effects of high job demands, highlighting the critical influence of organizational structures, workplace culture, and employment conditions on burnout dynamics. Collectively, these findings reinforce the relevance of the Job Demands–Resources (JD-R) model while underscoring the need for context-sensitive application within educational systems.

From a policy perspective, these results suggest that teacher burnout prevention should prioritize organizational-level strategies, including workload regulation, administrative simplification, and the institutionalization of supportive leadership practices, rather than relying solely on individual coping interventions. This review is limited by the predominance of cross-sectional designs, variability in measurement instruments, and the relatively small number of eligible studies, indicating that future longitudinal and experimental research is needed to strengthen causal inference.
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RECOMMENDATIONS

Based on the limitations identified in this systematic review, future research should prioritize strengthening empirical evidence and contextual depth. First, subsequent studies are recommended to employ longitudinal or experimental designs to examine causal relationships between job demands, job resources, and teacher burnout, given the predominance of cross-sectional studies in the reviewed literature. Such designs are essential for capturing the temporal dynamics of burnout and identifying underlying change mechanisms.

Second, future research should adopt more context-sensitive analytical frameworks by incorporating school organizational characteristics, employment status, workplace culture, and education policies as potential moderating or mediating variables. This approach may help explain the observed variability in the effectiveness of job resources across educational settings.

Third, emerging digital job demands warrant focused investigation, particularly work-related digital communication and boundary management between work and personal life. Addressing these issues will enhance the relevance of burnout research in contemporary education and support the development of evidence-based, sustainable interventions and policy recommendations.

AUTHOR CONTRIBUTIONS

WR was responsible for the conceptualization of the study and overall research supervision. AK and S contributed to methodology development, literature searching, data analysis, and drafting of the manuscript. AK and S also provided academic guidance and critical input throughout the research process. All authors have read and approved the final version of the manuscript for publication.

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