

Understanding the Drivers and Effects of Emotional Burnout among Faculty Members in the Educational Sector

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ABSTRACT

Emotional burnout has become a growing concern in the educational sector due to increasing academic responsibilities, technological adaptation, administrative workload, and performance pressures. Faculty members face multifaceted demands that often result in emotional exhaustion, reduced professional efficacy, and psychological strain. This study investigates the key drivers and effects of emotional burnout among faculty members in the educational sector. Specifically, workload, technostress, and work–life imbalance are examined as primary antecedents, while job satisfaction, teaching effectiveness, and organizational commitment are analyzed as outcomes. Using a structured questionnaire and Structural Equation Modeling (SEM), this study provides empirical evidence on burnout dynamics in educational institutions. The findings contribute to burnout literature and offer practical implications for institutional policy reforms and faculty well-being initiatives.

Keywords: Emotional Burnout, Technostress, Work-life imbalance, Institutional policy

