

A STUDY OF BURNOUT EXPERIENCE AMONG TEACHING  
STAFFS IN KUALA LUMPUR, MALAYSIA

BY

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## ABSTRACT

This qualitative research examined the basic underlying structure of burnout experiences among teaching staff in Malaysia by using a phenomenology approach. The objectives of the research were to discover the challenges the Malaysian's teachers encountered and lead them to experience burnout, to explore the coping resources that helped the Malaysian's teachers in facing the challenges. It aimed of understanding the factors that catalysed the Malaysian teacher retention to remain in the teaching sector. The research collected data from an in-depth semi-structured interview. The participants of the study were ten teachers who scored 36 or above in the Teacher Burnout Scale at a secondary high school. Results from the study confirmed that the teachers reported certain level of burnout and the challenges that lead them to experience burnout were comprised of students' misbehaviours, lacking of the external supports, parents' insufficient collaboration, occupational stressors, and negative feelings. The results also found that internal and external supports, self- discipline and implementation of appropriate actions were vital in supporting them to overcome the challenges. The teachers also mentioned that due to their self- interest, self- perception (the meaningful life) and external factors (supports from students and colleagues) had played a role in maintaining their retention in the teaching sector. In conclusion, recommendations were proposed toward respective teachers in order to comprehend further actions that need to be taken in aiding the issue of teacher burnout before it becomes irremediable.