

Teacher Occupational Wellbeing Research 2025

Executive Summary



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DCU Create

Executive Summary

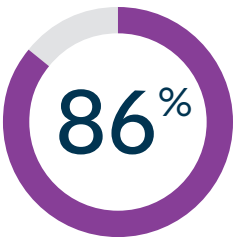
Key Findings

2024-2025

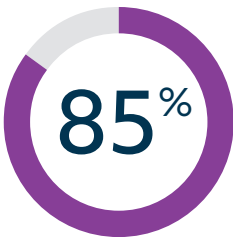
Teaching is a highly relational and emotionally demanding profession which places teachers at increased risk of stress and burnout. This mixed-methods* study examines burnout among Irish primary and secondary level school teachers, drawing on data from over 1000 participants.

Key Findings

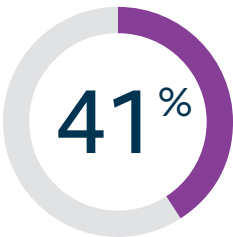
Teachers reporting moderate to high levels of personal burnout



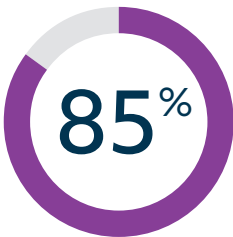
Teachers reporting moderate to high level work related burnout



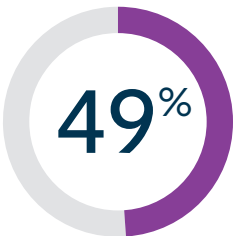
Teachers reporting mild to moderate level student related burnout



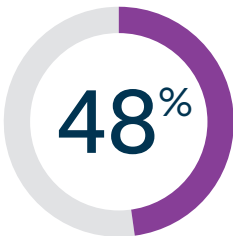
Teachers reporting workload as a contributor to burnout



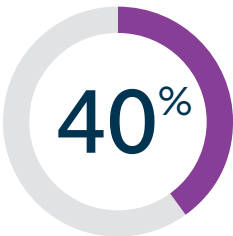
Teachers reporting unrealistic parental expectation as a contributor to burnout



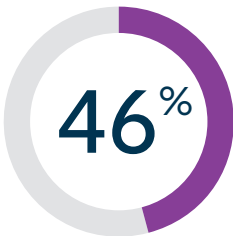
Teachers reporting the structure of work/organisational issues as a contributor to burnout



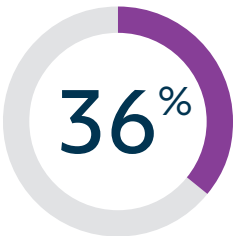
Teachers reporting unrealistic expectations from the school as a contributor to burnout



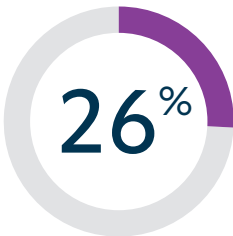
Teachers reporting the challenges of working with pupils with Special Education Needs (SEN) as a contributor to burnout



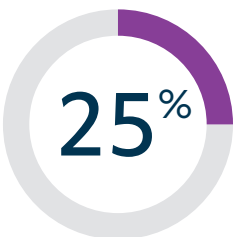
Teachers reporting broader school culture as contributing to burnout



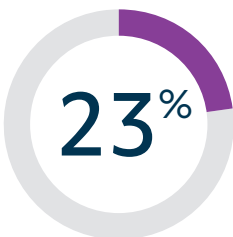
Teachers reporting that issues related to classroom management contribute to burnout



Teachers reporting that physical work conditions or environment are a contributing factor to burnout

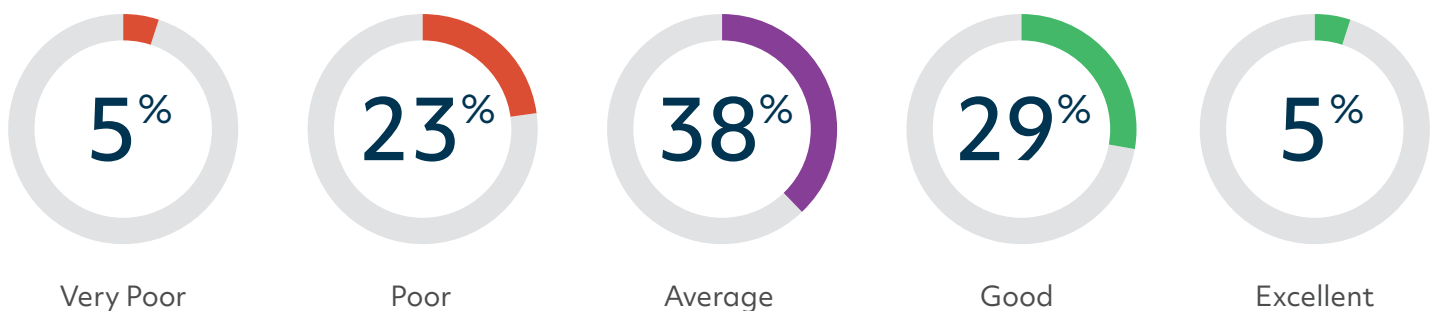


Teachers reporting that lack of collegiality with colleagues is a contributing factor to burnout

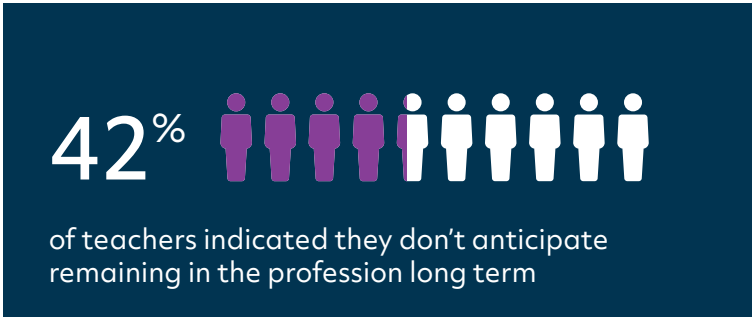


Mental Health of Teaching Staff

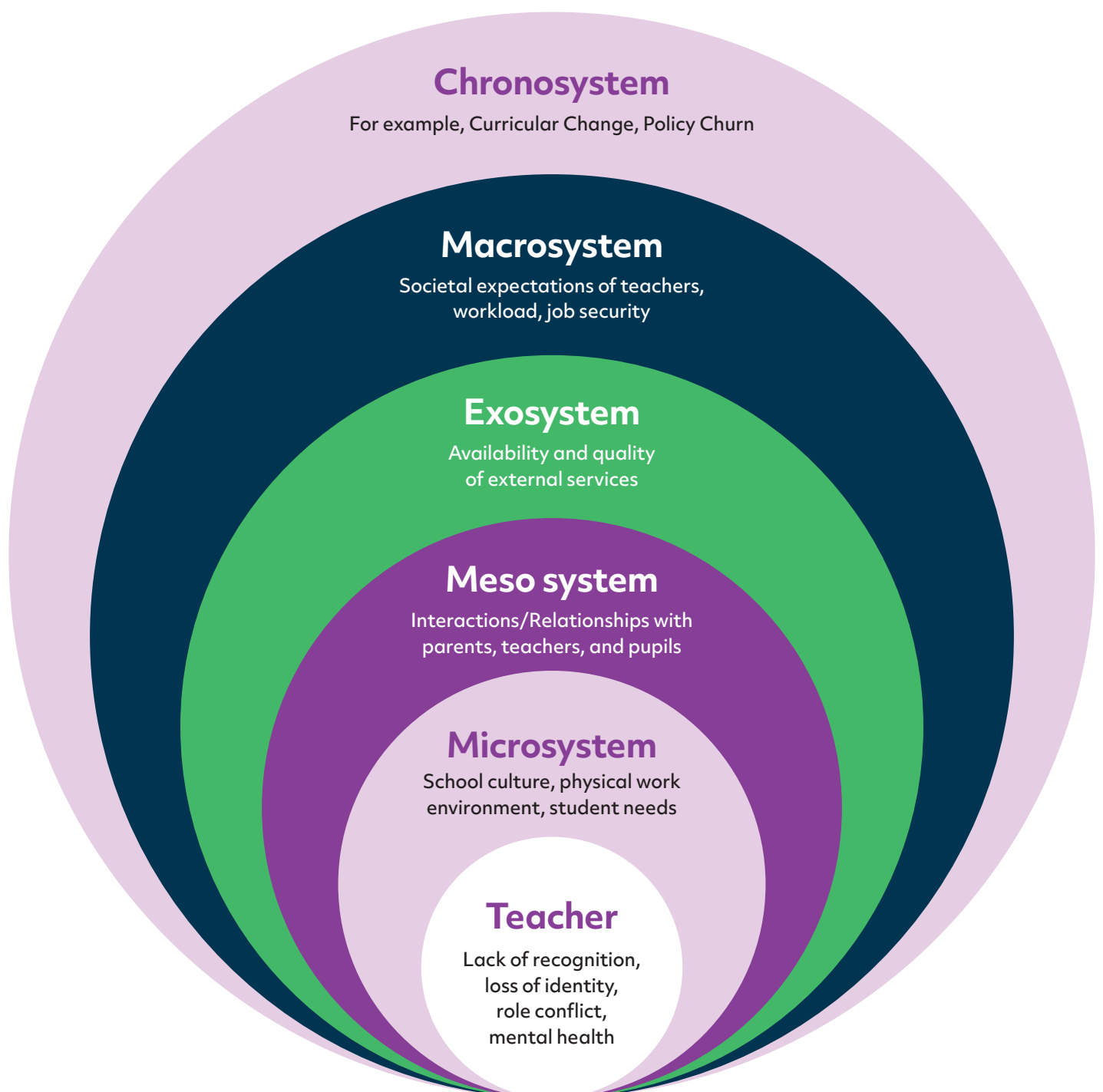
SELF-REPORT OF MENTAL HEALTH



IMPACT ON TEACHING AND LEARNING

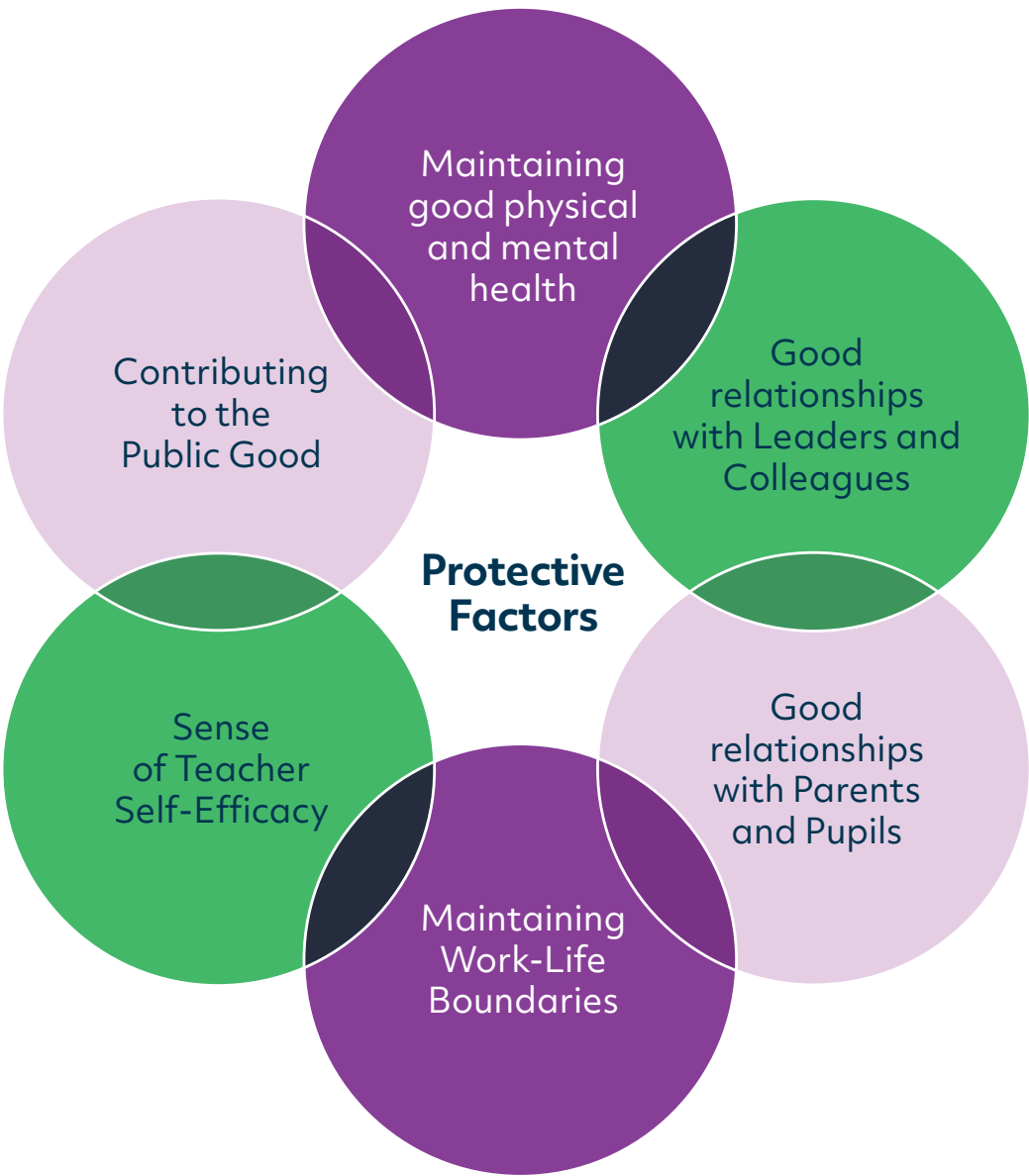


The Anatomy of Teacher Burnout in Ireland 2025



Protective Factors for Teachers

Teachers report that the key factors protecting them from burnout are:



Footnotes

*In this study, a burnout measure (The Copenhagen Burnout Inventory) was used alongside a researcher-designed questionnaire and semi-structured interviews

Teachers report that there are few formal teacher occupational wellbeing supports at school level





This Executive Report has been jointly prepared by the DCU CREATE Educator Occupational Wellbeing Research Team:
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