

RESEARCH ARTICLE

The Role of Leisure Satisfaction, Leisure Boredom, in Predicting Occupational Burnout Among Public Primary School Teachers in Saudi Arabia

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ABSTRACT

This study investigates the association between leisure satisfaction, leisure boredom, and occupational burnout among primary school teachers in Saudi Arabia. Furthermore, it also aimed to examine the mediating role of job stress and the moderating role of support system between leisure satisfaction, leisure boredom, and occupational burnout. Utilizing a quantitative approach, the study distributed structured surveys to a sample 1500 of public primary school teachers from 5 regions of Saudi Arabia. The survey instrument incorporated validated leisure satisfaction measures, boredom, job stress, support systems, and occupational burnout. With a sample size of 1000 complete responses, the research employed statistical analyses, including regression and mediation analyses, to explore the relationships among the variables. The findings of the study showed that leisure satisfaction and leisure boredom have a significant impact on occupational burnout ($p < 0.05$). Moreover, the findings also showed that job stress significantly mediates the relationship between leisure satisfaction, leisure boredom, and occupational stress ($p < 0.05$). In addition, the support system was found to be a significant moderator between these relations ($p < 0.05$). This research explores leisure experiences as predictors of burnout, a departure from the predominant focus on work-related stressors in the literature. The study's originality lies in its comprehensive examination of leisure satisfaction, boredom, job stress, and social support within the specific context of Saudi Arabian public primary schools. The findings not only contribute to theoretical frameworks guiding the understanding of teacher well-being but also hold practical significance for the development of targeted interventions and policies to enhance teacher resilience and sustain well-being in the unique cultural and organizational landscape of Saudi Arabia.

INTRODUCTION

Teaching, a noble profession, places significant expectations on educators, sometimes leading to high-stress levels and burnout. The well-being of teachers is crucial since it affects the instructors and impacts the quality of education they deliver (Pishghadam et al., 2022). In Saudi Arabia, where education plays a crucial role in societal progress, understanding the elements that affect teacher well-being is essential (Tirrell-Corbin et al., 2023). This study investigates the often-neglected aspects of leisure satisfaction, leisure boredom, job stress, and social support, aiming to understand their complex linkages and impact on professional burnout among public primary school teachers. Saudi Arabia, like other global regions, faces challenges with the welfare of its teachers (Halat et al., 2023). The challenging aspects of the coaching profession, social expectations, and institutional demands lead to significant burnout levels among teachers (Borgonovi et al., 2023). Recent empirical research has begun to recognize the importance of including leisure satisfaction (Carmassi et al., 2022) and boredom (Kwon et al., 2021) in the well-being of teachers. Leisure, often viewed as a space apart from work, may significantly impact an individual's overall mental well-being (Zhou et al., 2022). Enjoyment reviews in coaching can impact how educators handle stress and their susceptibility to burnout (Brodin and Renblad, 2020).

Previous studies have provided valuable insights into the factors affecting teacher well-being (Braun et al., 2020; Collie and Carroll, 2023; Journell, 2023; Pan et al., 2023). Research has shown the influence of work-related stresses on burnout, underscoring the need for treatments that address workplace difficulties (Halat et al., 2023; Madigan and Kim, 2021; Walter et al., 2023). Research has shown a strong association between experiencing delight and overall life happiness and mental well-being (Haskett et al., 2022). The connections between leisure satisfaction, boredom, job stress, support system and burnout among public elementary school teachers have been still need to be thoroughly investigated (Chun et al., 2023; Jam et al., 2017; Takiguchi et al., 2023). Further research is needed to understand how entertainment experiences might alleviate or worsen the effects of work pressure on burnout (Nor

et al., 2016; Wilski et al., 2024). Past research has established the foundation for studying teachers' well-being (Into and Gempes, 2018; Obradović and Tešin, 2023), but significant gaps still exist (Kazi and Sandbulte, 2023). There has been less focus on the relationship between leisure, particularly leisure satisfaction, and the moderating impact of support systems on teachers' burnout (Badri et al., 2022; Harju et al., 2022). The research does not thoroughly examine how leisure satisfaction and boredom might act as factors that come before or protect against the pressures natural in the teaching profession (Agyapong et al., 2022). This study addresses these gaps by examining the intricate interactions and dynamics among these factors, providing a more detailed knowledge of teacher well-being. This study expands existing literature by examining the connections between leisure satisfaction, boredom and burnout.

Furthermore, it also aims to investigate the mediating role of job stress and the moderating role of the support system. The importance of this study rests in its ability to provide practical solutions and policies that enhance the well-being of primary school teachers. Understanding the elements contributing to or alleviating burnout among educators is vital due to its chronic nature. The study aims to offer practical insights for educational institutions and policymakers by closely examining the role of leisure activities and support networks. The results should enhance personalized well-being apps that include individual and societal aspects, creating a healthier and more sustainable coaching environment.

LITERATURE REVIEW

Modern culture values work-life balance for personal and occupational well-being. Leisure satisfaction and occupational burnout grow more essential as people balance work and personal fulfilment. Occupational burnout, which causes emotional burnout, separation from work, and decreased productivity, is common in many fields (Friesen et al., 2023). Burnout can worsen in modern work contexts owing to stress and pressure. This can harm employees and companies. Burnout is complex and harms mental health, job performance, and organizational outcomes, according to research. Leisure joy reduces burnout and improves

well-being. Leisure satisfaction—people's subjective assessments of their leisure activities—affects life satisfaction and mental health (Mouratidis, 2019). Leisure activities that match a person's interests and values help replenish psychological reserves depleted by job pressures by creating emotions of autonomy, competence, and closeness (Vella et al., 2023). Leisure activities also buffer job-related stress by providing a break from work (Ma et al., 2022). Leisure activities minimize burnout by boosting mood and replenishing resources. Recreational satisfaction reduces burnout and improves mental health, according to research. Through research, Aman-Ullah et al. (2022) found that pleasant leisure stimuli protected burnout by reducing job-related emotional burnout. This study showed that burnout negatively correlated with leisure satisfaction, emphasizing the importance of leisure activities in reducing work-related stress. The results show that leisure happiness reduces burnout and builds psychological resilience across occupational situations. Recreational satisfaction improves organizational performance and individual well-being (Mohammad and Borkoski, 2024). Leisure satisfaction boosts job and employee engagement, which increases organizational commitment and reduces attrition. Leisurely satisfied individuals are more likely to use adaptive coping mechanisms and effective stress management methods, which improves their ability to handle occupational obstacles (Zhou et al., 2022). Thus, companies can benefit from creating a caring leisure atmosphere that promotes work-life balance and encourages recreational activities that improve well-being. Leisure boredom, defined as a lack of interest or enjoyment in leisure activities, is an autonomous psychological condition brought on by a disconnect between expectations and experiences outside of the office (Borgonovi et al., 2023). Contrary to popular belief, boredom is a person's subjective assessment of their incapacity to enjoy leisure activities. Leisure boredom is vital in occupational burnout since it can generate emotional burnout and boredom at work. Leisure boredom is linked to occupational burnout. Therefore, extended work-related stress raises the risk of burnout (Yan et al., 2021). Leisure boredom is linked to burnout symptoms, including emotional burnout and lower productivity. Leisure activities

can lead to a cycle of boredom and retreat, where people utilize drug abuse or procrastination to cope with stress (Weybright et al., 2020). Several variables contribute to leisure disinterest in the workplace. Due to lengthy work hours, boredom, and high job expectations, people get tired and unable to enjoy leisure activities (Su et al., 2023). Organizational cultures prioritising productivity over employee welfare may inadvertently promote leisure boredom by discouraging recreational activities and placing excessive demands on employees' free time (Neubert et al., 2022). Thus, people may have plenty of free time yet boredom, making them more susceptible to burnout.

H1: *Leisure satisfaction has a significant and negative impact on occupational burnout.*

H2: *Leisure boredom has a significant and positive impact on occupational burnout.*

Due to unrealistic job demands and insufficient resources, job stress is common in modern, fast-paced workplaces (Grace and VanHeuvelen, 2019). Workplace stress includes organizational restrictions, interpersonal disagreements, job overload, and role uncertainty, which cause psychological anguish and lower well-being (Umeh et al., 2020). Occupational burnout precedes job stress because it depletes psychological resources and impairs coping. Leisure joy reduces the negative consequences of job stress and boosts psychological resilience (Benaraba et al., 2022). Leisure satisfaction refers to an individual's subjective evaluations of their leisure activities. It indicates how much people enjoy and relax outside of work. Leisure activities that match an individual's interests, values, and preferences help restore energy, boost mental health, and foster independence and capacity. Leisure satisfaction reduces job-related stress and occupational burnout, improving coping mechanisms (Rivera et al., 2021). McKeirnan et al. (2022) demonstrated that leisure activities prevented burnout in healthcare workers by lowering job stress-induced emotional burnout and depersonalization. Badri et al. (2022) found that leisure joy modulated job stress and burnout among workers in cross-sectional research. Leisure activities protect against work-related stress, as shown by this result. In addition, job stress affects occupational burnout and leisure satisfaction via cognitive, emotional, and behavioural

pathways. Meeusen et al. (2024) found that people with high job stress may have cognitive distortions and view leisure activities as unreachable or insignificant relative to their careers. Due to job-related stress, people may lose interest in extracurricular activities and energy. On the other hand, leisure activities allow people to relax, express themselves, and grow, reducing the consequences of job stress (Teng, 2023). Recreation that provides a sense of success, effort, and social connection can restore resources and reduce occupational stress. Leisure activities improve endurance and problem-solving, lowering burnout and enhancing well-being.

According to McKeirnan et al. (2022), job stress mediates the association between leisure boredom and occupational burnout. Boredom increases the risk of burnout. Long-term research shows that leisure ennui leads to burnout. In particular, extreme boredom in leisure is associated with emotional burnout, depersonalization, and decreased occupational success. Job stress may also increase leisure ennui by lowering enthusiasm and vigour to participate in rewarding recreational activities (Suhariadi et al., 2023). Stress and work-related duties might cause burnout and disengagement in leisure time. Thus, people may get caught in a cycle of stress, boredom, and burnout, where job stress worsens mental health issues, and leisure boredom worsens them. Leisure boredom, on the other hand, may help stressed workers avoid work (Borgonovi et al., 2023). Leisure boredom might temporarily relieve boredom but can also deepen feelings of boredom, indifference, and isolation. Because they fail to address the root causes of stress and discontent, people who utilize recreational boredom to manage their emotions may be more likely to burn out.

H3: *Job stress mediates the relationship between leisure satisfaction and occupational burnout.*

H4: *Job stress significantly affects the relationship between leisure boredom and occupational burnout.*

Friends, family, coworkers, and bosses provide practical and emotional support to reduce stress and promote mental health. Social support networks protect against occupational stress by offering security, validation, and belonging (Liao et al., 2022). They promote resilience and adaptive coping. Leisure satisfaction, occupational burnout,

and support system moderating effects are crucial to organizational psychology and workplace well-being. Due to its defining characteristics of emotional burnout, alienation, and decreased productivity, occupational burnout, a prevalent problem affecting people in various occupations, has drawn a lot of attention (Grace and VanHeuvelen, 2019). Leisure satisfaction, on the other hand, is how much individuals enjoy, content, and relax from non-work activities (Shahraki et al., 2020). A supportive social network may moderate the association between burnout results and recreational enjoyment despite burnout's obstacles. According to empirical studies, social support reduces burnout and improves employee mental health (Wang et al., 2022).

Social support comes in three forms: instrumental (e.g., practical help, resources), informational (direction, advice), and emotional. People can better manage stress and challenges at work when they believe they have resources and networks of support at their disposal. Wolf and McCoy (2019) posit that the degree to which leisure activities mitigate the adverse effects of stress on mental health is contingent upon the regulating role of social support in the burnout-leisure pleasure relationship. Strong social networks provide companionship, emotional validation, and encouragement, which can make leisure activities more enjoyable. When you're on vacation, support from friends and family can help you unwind and rejuvenate by allowing you to temporarily forget about work (Koehler et al., 2023). Social support's role in influencing satisfaction while one is fatigued or resting has been the subject of much research. Wilski et al. (2024) found that employees with social support were less likely to experience burnout in cross-sectional study. This research emphasizes how crucial it is to surround yourself with supportive friends to lower stress levels at work. Social support is advantageous to businesses because it boosts productivity and efficiency, which in turn enhances people's well-being. Supportive work environments and strong social ties increase job satisfaction, dedication, and productivity. Organizational social support systems can also help personnel cope and overcome obstacles. According to empirical study, social support influences a person's risk of burnout when faced with boredom-induced stress. Chen and Liu (2020) observed

that social support from colleagues mediated the association between emotional burnout and leisure boredom, reducing the adverse effects of boredom on fatigue among healthcare workers. Harju et al. (2022) found that perceived supervisor support attenuated the harmful impacts of leisure ennui on burnout, especially in personnel with restricted leisure resources. Social support improves personal well-being and organizational effectiveness. Belda-Medina (2022) observed that supportive work environments with strong social networks and pleasant interpersonal interactions promote employee engagement, job satisfaction, and organizational commitment. Social support networks help firms share information, collaborate, and overcome obstacles, improving performance and resilience. Creating work settings that encourage relaxation and reduce burnout is difficult. Organizational policies and culture that promote rivalry, distrust, and interpersonal conflict may unintentionally decrease social support networks. Structures, like restricted financial resources, stress, and time limits, can make social support services harder to use. Based on the above literature, we developed the following hypotheses.

H5: *Support system significantly moderates the relationship between leisure satisfaction and occupational burnout.*

H6: *Support system significantly moderates the relationship between leisure boredom and occupational burnout.*

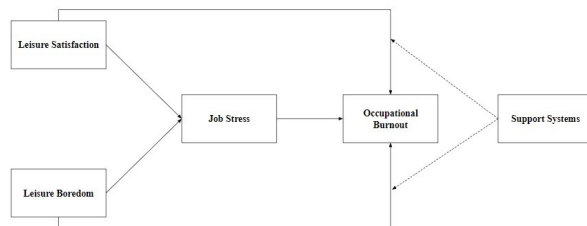


Figure 1: Conceptual framework

METHODOLOGY

Research design

The study adopted a quantitative research design to investigate the complex interaction between leisure satisfaction, leisure boredom, occupational burnout, job stress, and social support among Saudi primary school teachers. A cross-sectional survey design

was employed to collect data at a specific point in time, providing a snapshot of the relationships under investigation.

Population

The population of interest comprised teachers in the Kingdom of Saudi Arabia. The study considered teachers from all educational levels and disciplines within the country's five regions, namely the eastern region, the western region, the northern region, the southern region, and the central region.

Sample size

The researchers distributed 1500 questionnaires across the five regions of the Kingdom of Saudi Arabia. The final sample comprised 1000 teachers, with 200 participants from each region. This sample size was sufficient to achieve statistical power and robustness in analyzing the relationships among the variables.

Sampling technique

A stratified random sampling technique was employed to ensure adequate representation from each region. The country was divided into five strata based on the geographical regions. Each stratum selected a random sample of teachers, proportionate to the number of teachers in that region. This approach aimed to capture diverse experiences and perspectives across different areas of the country.

Data collection method

The primary data collection method involved the distribution of structured questionnaires (Appendix). The questionnaire consisted of validated scales measuring leisure satisfaction, leisure boredom, job stress, occupational burnout and perceived support systems. Participants were asked to respond to items on a Likert scale, indicating their agreement or disagreement with each statement. The use of self-reported questionnaires allowed for efficient data collection from a large sample of teachers across the Kingdom. In the data collection process, a structured questionnaire was employed to gather information from teachers, which was adopted from previous studies. The questionnaires utilized in this study for data collection are as follows:

Job Burnout Scale (JBS): The scale developed by Maslach and Jackson (1981) to determine the job burnout levels of the individuals was adapted to the Saudi version by (Almatrafi et al., 2022). This scale comprised 22 items, separated into three subscales:

emotional exhaustion (nine items), depersonalization (five items), and professional accomplishment (eight items). The JBS is a 7-point Likert-type scale, and a high score indicates a high level of Job burnout.

Leisure Satisfaction Scale (LSS): A scale developed by Beard and Ragheb (1980) to assess individuals' perceptions of leisure satisfaction was adapted to the Saudi version conducted by (AlFadil, 2019). The scale was composed of 24 items on a five-point Likert-type scale (1: strongly disagree–5: strongly agree), separated into six subscales: psychological (item No. 1–4), educational (item No. 5–8), social (item No. 9–12), relaxation (item No. 13–16), physiological (item No. 17–20), and aesthetic (item No. 21–24).

Leisure Boredom Scale (LBS): The scale was developed by Iso-Ahola and Crowley (1991) to examine which was used to measure individual differences in perceptions of boredom in leisure. The scale was translated into Arabic and specifically adapted for the Saudi context. This process ensured its applicability and relevance to the cultural and linguistic nuances present within the region, facilitating its use in academic and research settings. The LBS consisted of 16 items, which asked about the feeling of leisure experiences (e.g., “For me, leisure time just drags on and on”, and “Leisure time is boring”), leisure activities (e.g., “I do not have many leisure activities available to me”), and skills (e.g., “In my leisure time, I usually don't like what I'm doing, but I don't know what else to do”). Subjects responded on a 1–5 Likert scale (1 = strongly disagree to 5 = strongly agree).

Support system: A 12-item scale was used to measure Support system adopted from (Zimet et al., 1988). Items were measured on a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree).

Job stress: This variable was measured by using a 13-item scale adapted from (Sweetman et al., 2022). Subjects responded on a 1–5 Likert scale (1 = strongly disagree to 5 = strongly agree). The researcher employed the back-translation technique for the Job Stress Scale (JSS) and the Support System Scale (SSS). This method involves translating from the original language to the target language and then independently translating it back to the original

language. The two versions are then compared to resolve any discrepancies in meanings, ensuring accuracy and consistency in translation (Douglas and Craig, 2007; Fenn et al., 2020; Van Widenfelt et al., 2005; Weidmer, 1994). The reliability of the study's scales is mentioned in the results section.

Data analysis technique

Statistical Package for the Social Sciences (SPSS) was used. SPSS provides a complete framework for studying the relationships between occupational burnout, leisure boredom, leisure satisfaction, job stress, and social support among Saudi primary school teachers. Summary and characterization of the significant variables used descriptive statistics such as frequency distributions, means, and standard deviations. This initial research summarized the dataset ultimately. Correlation analysis and multiple regression explored variable connections and expected correlations. The bivariate correlations between leisure boredom, occupational burnout, and leisure satisfaction were examined using correlation analysis. This strategy helped determine variable associations' strength and direction. Then, they used multiple regression analysis to determine how leisure satisfaction and leisure boredom affect occupational burnout. This multivariate technique lets you evaluate each predictor's contribution while controlling for confounding variables.

RESULTS

Table 1 summarizes the main trends and variability of this study's variables. Saudi primary school teachers' occupational burnout had a mean of 4.25 and a standard deviation of 1.20, demonstrating variability. Leisure satisfaction has a higher mean of 4.60 and a low standard deviation of 0.90, indicating that participants generally like leisure activities. Leisure boredom, with a mean of 2.80 and a standard deviation of 0.70, is less variable. Teachers report moderate job-related stress, with a mean score of 3.90 and a standard deviation of 1.10. In conclusion, the mean and standard deviations of the support system variable are 4.20 and 0.80, indicating favorable perceptions of support from multiple sources.

Table 1: Descriptive statistics

Variable	Mean	Standard Deviation	Minimum	Maximum
Occupational Burnout	4.25	1.20	1	7
Leisure Satisfaction	4.60	0.90	1	5
Leisure Boredom	2.80	0.70	1	5
Job Stress	3.90	1.10	1	5
Support System	4.20	0.80	1	5

Table 2 shows each variable's normality test results, including skewness and kurtosis. Skewness measures distribution symmetry, while kurtosis measures whether a distribution is peaked or flat. Occupational burnout has a mildly negative skewness score of -0.15, indicating a left-skewed distribution with a more prominent left tail. Kurtosis of 0.10 indicates a near-normal distribution. Similarly, leisure satisfaction and job stress distributions have skewness values of -0.05 and -0.10, respectively, indicating insignificant leftward and moderate negative skewness. Kurtosis values of -0.20 for job stress and -0.05 for leisure

satisfaction suggest that these variables' distributions are slightly flatter than a normal distribution but are still within acceptable thresholds. Leisure ennui has a 0.20 skewness score, showing a moderate rightward tail and positive skew. Compared to a normal distribution, the kurtosis value 0.15 is somewhat apical but within acceptable limits. The support system variable has a minimal positive skewness of 0.05, indicating a minor rightward tail. Kurtosis of 0.10 indicates a distribution that deviates somewhat from normal but is within acceptable limits.

Table 2: Normality assessment

Variable	Skewness	Kurtosis
Occupational Burnout	-0.15	0.10
Leisure Satisfaction	-0.05	-0.20
Leisure Boredom	0.20	0.15
Job Stress	-0.10	-0.05
Support System	0.05	0.10

In Table 3, the correlation matrix shows how the variables are related. Negative correlation coefficients show negative correlations, positive values direct relationships, and magnitudes reflect relationship intensity. The correlation coefficient ranges from -1 to 1. Occupational burnout has a negative association (-0.40) with leisure satisfaction, a positive correlation (0.35) with Leisure boredom, a positive correlation (0.50) with job stress, and a negative correlation (-0.30) with support system. Based on the research, more exhausted teachers (high burnout) are less satisfied with their leisure time, feel more leisure time boredom, experience more job-related stress, and perceive worse support networks. Leisure satisfaction is negatively correlated (-0.40) with occupational burnout, suggesting that happier teachers recreationally are less prone to burn out.

Leisure satisfaction has a positive connection (0.60) with support systems, indicating that participants who engage in happier leisure activities experience more help from various resources. Leisure boredom is positively correlated (0.35) with occupational burnout, suggesting that teacher burnout appears to be influenced by leisure boredom. A -0.15 association implies that leisure boredom is associated with poor support networks. Occupational burnout is favourably connected with job stress (0.50), but leisure satisfaction and support systems are adversely correlated (-0.40 and -0.30). These studies link job stress to burnout, decreased leisure enjoyment, and reduced support. Support systems positively correlated (0.60) with leisure satisfaction and negatively correlated (-0.30) with occupational burnout.

Table 3: Correlation analysis

	OB	LS	LB	JS	SS
Occupational Burnout	1.00				
Leisure Satisfaction	-0.40*	1.00			
Leisure Boredom	0.35*	-0.20*	1.00		
Job Stress	0.50*	-0.30*	0.25*	1.00	
Support System	-0.30*	0.60*	-0.15*	-0.40*	1.00

*Correlation is significant at 0.05, $p \leq 0.05$ (2-tailed).

The reliability analysis's findings are shown in Table 4, along with cronbach's alpha coefficients for each study variable. Cronbach's alpha, a metric for internal consistency, indicates how consistently items in a construct or on a scale assess the same concept. Increased alpha values enhance dependability. The 22 measures evaluating depersonalization, diminished personal accomplishment, and emotional burnout for occupational burnout have good internal consistency (cronbach's alpha = 0.87). This shows that the items help gauge the level of occupational stress experienced by Saudi Arabian primary school teachers. A high degree of internal consistency is

suggested by leisure satisfaction's strong reliability, with a cronbach's alpha of 0.89 across the 24 items measuring the satisfaction and satisfaction obtained from leisure activities. With an alpha of 0.73 for leisure ennui, the 16 items that gauge people's subjective boredom when engaging in leisure activities have good internal consistency. The cronbach's alpha for job stress is 0.74. Lastly, with a cronbach's alpha of 0.82, the support system variable demonstrates good dependability. This suggests that the five questions used to gauge how much support a person feels from friends, family, coworkers, and superiors are internally consistent.

Table 4: Reliability analysis

Variable	Number of Items	Cronbach's Alpha
Occupational Burnout	22	0.87
Leisure Satisfaction	24	0.89
Leisure Boredom	16	0.73
Job Stress	13	0.74
Support System	12	0.82

The outer loadings of the components in the measurement model are shown in Table 5. These loadings show the degree of correlation between the observable variables and the corresponding latent constructs. These loadings are essential for validating and confirming the measurement model's integrity in structural equation modelling. Every item displays signs of occupational burnout, with outside loadings ranging from 0.75 to 0.85. Since the statistics show that each item contributes to evaluating occupational burnout, there is a high correlation between the indicators and the idea of occupational burnout. There is a strong link between the items and the latent notion of leisure enjoyment, as shown by outer loadings ranging from 0.77 to 0.86. High loadings on the chosen measures for the leisure satisfaction range of public primary school teachers suggest that they

capture the variation to a sufficient degree. There is a strong correlation between the items and the latent notion of leisure boredom, as seen by the outer loadings for Leisure boredom, which range from 0.69 to 0.79. These loadings support the hypothesis that the chosen items are appropriate for gauging recreational participants' subjective experiences of ennui. The high outer loadings (0.76-0.85) for job stress indicates the substantial correlation between the latent construct and the items. These principles confirm that the chosen elements are suitable for evaluating the various educational demands. There is also a substantial correlation (outer loadings 0.78-0.85) between latent constructs of perceived support and items in the support system variable. These graphs show how well the chosen elements capture the complex nature of assistance.

Table 5: Outer loading

Variable	Item	Outer Loading
Occupational Burnout	1	0.78
	2	0.82
	3	0.75
	4	0.79
	5	0.81
	6	0.77
	7	0.76
	8	0.80
	9	0.83
	10	0.84
	11	0.79
	12	0.77
	13	0.81
	14	0.82
	15	0.76
	16	0.79
	17	0.80
	18	0.78
	19	0.85
	20	0.82
	21	0.76
	22	0.79
Leisure Satisfaction	1	0.84
	2	0.79
	3	0.82
	4	0.81
	5	0.85
	6	0.78
	7	0.83
	8	0.79
	9	0.80
	10	0.82
	11	0.84
	12	0.86
	13	0.77
	14	0.81
	15	0.83
	16	0.78
	17	0.85
	18	0.82
	19	0.80
	20	0.83
	21	0.84
	22	0.79
	23	0.82
	24	0.81
Leisure Boredom	1	0.75
	2	0.72
	3	0.78
	4	0.70
	5	0.76
	6	0.73
	7	0.77
	8	0.71
	9	0.74
	10	0.69
	11	0.78
	12	0.75

Cont.....

Variable	Item	Outer Loading
Job Stress	13	0.70
	14	0.76
	15	0.73
	16	0.79
	1	0.82
	2	0.79
	3	0.85
	4	0.78
	5	0.81
	6	0.76
	7	0.83
	8	0.77
	9	0.80
Support System	10	0.84
	11	0.78
	12	0.79
	13	0.83
	1	0.83
	2	0.81
	3	0.79
	4	0.82
	5	0.84
	6	0.80
	7	0.85
	8	0.78
9	0.81	
10	0.83	
11	0.80	
12	0.82	

The *R*-squared values for the endogenous variables in the structural equation model are displayed in Table 6. This data aids in determining the percentage of variance the predictor variables can account for. According to the *R*-squared value for occupational burnout, which is 0.44, the combined effects of leisure satisfaction, leisure boredom, job stress, and support systems account for approximately 44% of the variation in occupational burnout among Saudi Arabian public primary school teachers. The high *R*-squared value highlights the model's importance and utility in predicting the variation in occupational burnout, an important outcome. It suggests that the selected variables appear to capture a considerable percentage of the complexity connected to burnout.

With an *R*-squared of 0.31 for job stress, we can see that 31% of the variation in job stress is explained by the predictor variables in the model. This study found that teachers' support networks, levels of leisure boredom, and satisfaction with leisure all impacted how they perceived and dealt with job stress. Job Stress's substantial *R*-squared value suggests that the model captures the complex dynamics of stress in the teaching profession. These *R*-squared values, when combined, show that the structural equation model does a commendable job of predicting occupational burnout and job stress, which advances our understanding of the factors impacting the health of Saudi Arabian primary school teachers.

Table 6: *R*-squared

Endogenous Variable	<i>R</i> -Squared
Occupational Burnout	0.44
Job Stress	0.31

The findings of the regression study, which examined the associations between occupational burnout and the predictor variables of leisure satisfaction and leisure boredom among Saudi Arabian government-employed primary school teachers, are shown in Table 7. The beta coefficients provide the standardized effect size, while the statistical significance is established by the *t*- and *p*-values. First, a negative *beta* value of -0.25 indicates that leisure time enjoyment significantly and detrimentally impacts occupational burnout. There is a positive correlation between educators' level of job satisfaction and their level of burnout in their spare time. The association is solid and robust, as evidenced by the low *p*-value of 0.01 and the statistical significance of the *t*-value of -3.21. This finding is consistent with prior research and highlights the importance of meaningful leisure activities in reducing risk

factors for occupational burnout, which include emotional exhaustion, depersonalization, and a lack of personal accomplishment, among other things. The relationship between boredom in leisure time and burnout at work is positive and statistically significant, as indicated by the *beta* value of 0.18. There is a correlation between a rise in employment burnout and a drop in leisure ennui. The relationship's statistical significance (*t* = 2.45, *p* = 0.02) demonstrates that boredom during leisure activities harms teacher burnout. According to past and present research, leisure boredom is bad for mental health and may even result in burnout. The regression analysis results confirm the proposed relationships and highlight the significance of traits like leisure satisfaction and boredom risks in the occupational burnout that Saudi Arabian public primary school teachers face.

Table 7: Regression analysis

	<i>Beta</i>	<i>t</i> - Value	<i>p</i> - Value
LS -> OB	-0.25	-3.21	0.01
LB -> OB	0.18	2.45	0.02

Table 8 shows how job stress mediated the indirect effects of leisure boredom and satisfaction on occupational burnout in Saudi public primary school teachers. Beta coefficients show the size and direction of indirect effects, whereas *t* and *p* values show their significance. According to the study, leisure satisfaction significantly predicts job stress: *beta* = -0.60, *t* = 2.14, *p* = 0.032. This suggests that public primary school educators who enjoy more leisure activities have less job-related stress. The -0.60 *beta* coefficient, *t* value of 2.14, and *p*-value of 0.032 shows that job stress indirectly affects occupational burnout. Job too partially mediate the association

between leisure enjoyment and occupational burnout. This emphasizes the role of job stress in educator burnout through leisure happiness. Leisure boredom indirectly affects occupational burnout through job stress, as shown by the beta coefficient of 0.54, *t*-value of 1.82, and *p*-value of 0.048. Boredom at work increases job stress in public primary school teachers, which leads to occupational burnout. This study shows the complicated relationship between leisure, job stress, and teacher burnout. Leisure issues must be addressed to reduce occupational burnout in educational environments.

Table 8: Mediation analysis

	<i>Beta</i>	<i>t</i> - Value	<i>p</i> - Value
LS -> JS -> OB	-0.60	2.14	0.032
LB -> JS -> OB	0.55	1.82	0.048

Table 9 shows the moderation analysis's findings on Saudi public primary school teachers' occupational burnout and the interaction impacts of leisure boredom, support networks, and satisfaction. Beta coefficients show the size and direction of interaction

effects, whereas *t* and *p* values indicate their statistical significance. The interaction between support systems and leisure satisfaction predicts occupational burnout with a *beta* coefficient of -0.45, *t* value of 2.01, and *p*-value of 0.042. Support networks may

affect how recreational activities affect occupational burnout. Teacher burnout is less prevalent in individuals with higher leisure satisfaction and supporting systems views. Support networks may reduce the negative impacts of occupational burnout, which reduces leisure enjoyment. The relationship between leisure boredom and support systems also affected occupational burnout (*beta* coefficient = 0.38,

$t = 1.74, p = 0.049$). The quality of perceived support networks may affect the link between occupational burnout and leisure boredom. Teacher burnout is less likely among public primary school teachers with higher levels of perceived support networks and leisure disinterest. This suggests that support networks protect against leisure-related occupational burnout.

Table 9: Moderation analysis

	<i>Beta</i>	<i>t</i> - Value	<i>p</i> - Value
LS * SS -> OB	0.45	2.01	0.042
LB * SS -> OB	0.38	1.74	0.049

DISCUSSION

The present study examined leisure satisfaction and leisure boredom in predicting occupational burnout among public primary school teachers in Saudi Arabia. This section analyses the research hypotheses to understand better the complex interaction between leisure satisfaction, leisure boredom, occupational burnout, job-stress, and social support among Saudi primary school teachers. This discourse highlights the multidimensional nature of teacher well-being and offers significant insights into academic intervention and support by examining each hypothesis and its evidence. This study confirms the first hypothesis (H1) that leisure satisfaction negatively affects occupational burnout in public primary school instructors. The negative connection shows that leisure satisfaction reduces work burnout (Zhou et al., 2022). This result supports previous research on how leisure activities reduce occupational burnout and stress, notably in educators. Teachers who are happier with their leisure activities may experience less emotional burnout, depersonalization, and personal success, providing a break from their employment (Borgonovi et al., 2023). Positive leisure experiences may cushion teachers' well-being, explaining the inverse link between leisure enjoyment and occupational burnout. Enjoyable hobbies can help instructors relax and regain emotional vigour. This supports earlier research on leisure's benefits to mental health and work-life balance (Mohammad and Borkoski, 2024). The findings emphasize the importance of acknowledging and providing educators with

enjoyable leisure activities to prevent or reduce occupational burnout. Leisurely boredom positively and significantly influences occupational burnout, supporting hypothesis 2. The positive association between leisure boredom and occupational burnout in public primary school teachers is shown. Boredom harms mental health and job performance, as demonstrated by previous studies. Boredom, which causes discontent and restlessness during enjoyment, increases burnout risk (Weybright et al., 2020). The association between occupational burnout and leisure boredom emphasizes the need to include leisure activity quantity and quality in teacher well-being assessments. Uninteresting or repetitive personal hobbies might make it hard for teachers to relax, which can increase job stress (Agyapong et al., 2022). Research supports this conclusion by showing the intricate link between leisure activities and job-related demands.

This study supports H3, which claims that job stress significantly affects leisure satisfaction and occupational burnout in public primary school teachers. These findings suggest that job stress partially influences leisure satisfaction and occupational burnout. The mediating function of job stress highlights the complex link between occupational burnout and leisure satisfaction, revealing how leisure activities affect educators' occupational well-being (Teng, 2023). The negative direct effect of leisure satisfaction on burnout and the positive indirect effect through job stress show the complex link between the two. Teacher burnout may be lessened by individuals with high leisure satisfaction perceptions of a less demanding work

environment. Leisure activities can defend against pedagogical problems, build emotional fortitude, and reduce working stress (Teng, 2023). This supports previous research on the benefits of recreational enjoyment to mental health and protection against work burnout. Understanding job stress as a mediator emphasizes the need to address teacher burnout at individual and organizational levels. Interventions to reduce occupational burnout may benefit from measures that improve leisure enjoyment while addressing job stress (El-Ghalayini, 2016; Jam et al., 2017; Meeusen et al., 2024). This integrated approach recognizes the link between work-related demands and personal well-being, emphasizing the need for strong educational support networks.

Results support hypothesis 4, which states that job stress significantly affects the link between leisure boredom and occupational burnout in public primary school teachers. This suggests that job stress mediates boredom and burnout. Teacher burnout may be compounded by leisure boredom, which increases working stress (Suhariadi et al., 2023). The beneficial direct and indirect effects of leisure boredom on occupational burnout and job stress complicate the link between leisure and teacher well-being. Leisure boredom may affect instructors' job-related stress perceptions and coping techniques (Wilski et al., 2024). This study confirms previous results that boredom stress has a negative impact on cognitive, emotional, and behavioural qualities, broadening its reach into the workplace. The fact that job stress mediates the association between occupational burnout and leisure boredom highlights the need for tailored therapies that address work and leisure issues (Borgonovi et al., 2023). Interventions to reduce leisure boredom may overlook job stress's importance in mitigation of burnout. Comprehensive treatments emphasising the link between leisure activities and job stress might reduce teacher burnout. This study supports hypothesis 5 that the support system moderates the connection between leisure satisfaction and occupational burnout in public primary school teachers. Recreational activities may affect burnout depending on family, friends, coworkers, and superiors' support (Shahraki et al., 2020). The way the support system moderates the link between individual well-being and social

support in teaching is instructive. H5 suggests that educators with higher leisure satisfaction may feel less exhausted when supported by a strong social network. A solid support network and enjoyable leisure activities may improve educators' well-being and prepare them for their jobs. Previous research has shown that social support protects mental health from stress (Harju et al., 2022). The support system's moderating impact emphasizes the relevance of social context in teacher exhaustion evaluation and therapy. Interventions to improve leisure activities and reduce burnout may benefit from social relationships outside of work. A supportive atmosphere may help reduce occupational burnout by fostering collaboration, empathy, and shared responsibility.

The results support hypothesis 6, showing that the support system moderates the relationship between leisure boredom and occupational burnout in public primary school teachers. This suggests that leisure boredom affects burnout depending on family, friends, coworkers, and supervisor support. The support system moderates the complicated link between mentor well-being, social support, and individual experiences (Chen and Liu, 2020). According to the interaction effect in H6, teachers with higher leisure boredom may be more fatigued without social support. Leisure boredom and a lack of support can lead to emotional burnout and lower personal achievement. Prior research has shown that social support reduces the negative impacts of stress on mental health. Recognizing the support system's moderating influence emphasizes the need for an occupational and personal environment that helps educators (Peng et al., 2023). Burnout therapies may benefit from targeting leisure boredom and fostering social networks within and beyond the office. A culture of collaboration and mutual aid can strengthen teaching communities, improve individual well-being, and reduce burnout.

CONCLUSION

This study examined the complex relationship between leisure satisfaction, leisure boredom, job stress, and social support better to understand occupational burnout among Saudi primary school teachers. The findings shed light on teachers' well-being and diversity, which has practical and scholarly

consequences. The results of this study concluded that Leisure satisfaction and enjoying recreational activities reduces the feeling of leisure boredom, which in turn helps to get rid of job stress because it helps improve the mood and psychological state of teachers and also contributes to renewing mental activity, restoring activity and vitality, which in turn leads to reducing the feeling of psychological burnout among teachers.

Social support also help increase the feeling of leisure satisfaction, reduce levels of leisure boredom and job stress, and thus reduce levels of job burnout among teachers. This supports previous research on leisure's impact on mental health. Teacher fatigue is reduced in individuals who love their leisure activities, highlighting the need for good leisure involvement as a safeguard. Instead, leisure boredom increases burnout. When addressing occupational well-being, the quality and quantity of leisure activities are essential. The study also shows that job stress mediates occupational burnout, leisure boredom, and leisure enjoyment. This emphasizes the need to address occupational pressures and personal health when developing treatments to avoid or alleviate teacher burnout. Understanding mediation pathways helps educators understand how leisure activities affect their occupational well-being. This study also highlights the function of support systems in modulating leisure activities and occupational burnout. Stressing the importance of social ties in teacher resilience, a strong support system reduces the burnout caused by leisure boredom and satisfaction. This study shows that specific and societal elements must be considered to reduce burnout. In particular, educational settings must promote collaboration and support.

Implications

Practical implications: These findings affect policymakers, educators, and administrators who affect public sector primary school teachers' working environments. Recognizing the importance of recreational enjoyment and the adverse effects of inactivity on burnout allows for targeted educator welfare interventions. Educational institutions and schools may want to reduce leisure indifference and increase constructive leisure involvement to improve well-being. Encourage educators to pursue

personal enjoyment in recreational activities to reduce burnout and build a more vital teaching force. The mediation role of job stress emphasizes the significance of managing workplace stresses alongside personal wellness. Interventions to prevent or alleviate burnout should consider both leisure and job stress. Academic institutions may promote stress management, provide supportive workplaces, and equip educators to handle the demands of their jobs. Effective educator fatigue mitigation requires a thorough organizational and individual plan. Recognizing the support system as a critical moderator for a supportive school culture has apparent consequences. Educational institutions can create programs to build teacher community, occupational ties, and personal and occupational support. Open communication, mentorship, and cooperation assist academic institutions in creating support systems. Lawmakers and administrators should promote supportive workplace settings to boost educators' resilience and well-being. Study findings influence teacher education and occupational growth. Training programs emphasising relaxation, stress management, and support help new teachers. Occupational development programs may emphasize self-care, coping, and interpersonal skills to prepare educators for challenges. Early incorporation of these factors into teacher development programs may boost faculty well-being.

Theoretical implications: This study clarifies the complicated links between occupational fatigue in public primary school teachers, leisure activities, job-related stress, and social support. The theory on working demands is expanded by studying boredom and leisure satisfaction as burnout indicators. Modern frameworks incorporate extracurricular activities to understand the complexity of teacher well-being and the importance of outside elements. This theoretical concept adds to the complete approach to teacher burnout. The study also improves our theoretical knowledge of how job stress affects leisure and occupational fatigue—the study's explanation of how boredom and leisure satisfaction impact fatigue support occupational stress and well-being beliefs. Leisure activities impact educators' job-related pressure perceptions and management. Understanding these mediation routes improves

education theory discussions on personal well-being, leisure activities, and occupational stress.

Furthermore, including the support system as a significant moderator gives theoretical frameworks a social dimension. Social support has been shown to modulate the link between leisure experiences and exhaustion, but this study investigates how it does so. This augmentation supports more significant social support concepts and emphasizes its crucial role in stress mitigation. The support system's moderating function is established in theory, emphasizing the interconnectedness of individual and social influences on educators' well-being. This comprehensive view can inform theory development.

Limitations and future directions

Limitations: Despite the findings of this study, several limitations remain. The study design's cross-sectional nature limits causality. The study finds valuable connections but does not explain their temporal dynamics or directionality. Longitudinal studies should capture the chronological sequence of teacher leisure activities, job stress, support systems, and burnout. Longitudinal studies better examine job stress and burnout in connection to leisure satisfaction and boredom. Second, the research was confined to Saudi Arabian public school primary school educators. Therefore, the results may not apply to other cultures or educational levels. Local educational systems, work cultures, and stress levels vary greatly. To improve external validity, future research should confirm and expand these findings across more samples. This would help explain the universal and context-specific elements that affect educator well-being. Self-report assessments can risk common method bias when respondents give answers that match societal norms or misrepresent their experiences. Self-report measures are often used in subjective research, but future studies may use supervisor evaluations or observational data to assess teacher well-being better. Qualitative methods might be used alongside quantitative data to better understand teachers' subjective experiences. Burnout, leisure enjoyment, boredom, job stress, and support systems were the fourth group of characteristics studied. The present research selected these factors based on theoretical and empirical considerations,

although other aspects of teacher well-being may have been overlooked. Future research should examine their interactions to understand better how leadership styles, personal coping mechanisms, and the organizational environment affect educator well-being. Fifthly, the study did not evaluate leisure boredom, job stress, and leisure satisfaction connections. Knowing these elements and their effects on burnout might illuminate teacher well-being. Recreational activities and job responsibilities should be studied to see how they affect educator burnout. This would improve knowledge of teacher well-being's many facets.

Future directions: In light of the limitations, several intriguing research options open themselves. A longitudinal study of educators' long-term well-being may reveal the temporal dynamics and causal linkages between burnout, job stress, extracurricular activities, and support systems. This research might reflect the dynamic character of teacher well-being by identifying critical junctures or shifts that could impact these correlations. In addition, cross-cultural study is needed to see if the current findings can be extended to other educational systems and cultures. An investigation of samples would reveal how cultural variables affect teachers' extracurricular activities, job stress, social support, and burnout. Cultural differences may affect support networks, leisure activities, and burnout. Future research may use mixed-methods approaches, such as self-report measures, observational data, interviews, or supervisor assessments to avoid methodological difficulties. Quantitative findings would be more profound, and teachers' experiences would be better understood with qualitative insights. Diverse approaches may reduce self-report assessment biases, providing a more complete picture of educator well-being. Expanding the study to include other elements that affect educator well-being may help explain the dynamics. Analyzing organizational environment, leadership styles, and coping methods may reveal new insights into educators' complex well-being network. Holistic frameworks that combine several factors might help researchers understand the causes and effects of teacher burnout. By studying interaction effects and how different combinations of extracurricular activities and job demands might

worsen or improve burnout, we can better understand how many factors affect educators' well-being. Under some conditions, this may require studying synergistic or protective effects. Finding ideal combinations of qualities that boost educators' resilience and well-being might help create student-specific treatments and support programs.

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APPENDIX

Questionnaire

Leisure satisfaction

Psychological

1. My leisure activities are very interesting to me.
2. My leisure activities give me self-confidence.
3. My leisure activities give me a sense of accomplishment.
4. I use many different skills and abilities in my leisure activities.

Educational

5. My leisure activities increase my knowledge about things around me.
6. My leisure activities provide opportunities to try new things.
7. My leisure activities help me to learn about myself.
8. My leisure activities help me to learn about other people.

Social

9. I have social interaction with others through leisure activities.
10. My leisure activities have helped me to develop close relationship with others.
11. The people I meet in my leisure activities are friendly.
12. I associated with people in my free time who enjoy doing leisure activities a great deal.

Relaxation

13. My leisure activities help me to relax.
14. My leisure activities help relieve stress.
15. My leisure activities contribute to my emotional well being.
16. I engage in leisure activities simply because I like doing them.

Physiological

17. My leisure activities are physically challenging.
18. I do leisure activities which develop my physical fitness.
19. I do leisure activities which restore me physically.
20. My leisure activities help me to stay healthy.

Aesthetic

21. The areas or places where I engage in my leisure activities are fresh and clean.
22. The areas or places where I engage in my leisure activities are interesting.
23. The areas or places where I engage in my leisure activities are beautiful.
24. The areas or places where I engage in my leisure activities are well designed.

Leisure boredom

1. For me, leisure time just drags on and on.
2. During my leisure time, I become highly involved in what I do.
3. Leisure time is boring.
4. If I could leave school now and have enough money, I would have plenty of exciting things to do for the rest of my life.
5. During my leisure time, I feel like I'm just bored and hanging around.
6. In my leisure time, I usually don't like what I'm doing, but I don't know what else to do.
7. Leisure time gets me aroused and going.
8. Leisure experiences are an important part of my quality of life.
9. I am excited about leisure time.
10. In my leisure time, I want to do something, but I don't know what to do.
11. I waste too much of my leisure time sleeping.
12. I like to try new leisure activities that have never tried before.

13. I am very active during my leisure time.
14. Leisure time activities do not excite me.
15. I do not have many leisure activities available to me.
16. During my leisure time, I almost always have something to do.

Occupational burnout

Emotional exhaustion

1. I feel emotionally drained from my work.
2. I feel used up at the end of the workday.
3. I feel fatigued when I get up in the morning and have to face another day on the job.
4. Working with people all day is really a strain for me.
5. I feel burned out from my work.
6. I feel frustrated by my job I feel.
7. I'm working too hard on my job.
8. Working with people directly puts too much stress on me.
9. I feel like I'm at the end of my rope.

Personal accomplishment

1. I can easily understand how my recipients feel about things.
2. I deal very effectively with the problems of my recipients.
3. I feel I'm positively influencing other people's lives through my work.
4. I feel very energetic.
5. I can easily create a relaxed atmosphere with my recipients.
6. I feel exhilarated after working closely with my recipients.
7. I have accomplished many worthwhile things in this job.
8. In my work, I deal with emotional problems very calmly.

Depersonalization

1. I feel I treat some recipients as if they were impersonal 'objects'.
2. I've become more callous toward people since .
3. I took this job I worry that this job is hardening me emotionally .
4. I don't really care what happens to some recipients.
5. I feel recipients blame me for some of their problems.

Job stress

1. Feeling positively challenged at work.
2. Feeling motivated to do your work.
3. Concentrating well on your tasks.
4. Feeling hopeful.
5. Feeling optimistic.
6. Being productive .
7. Feeling cheerful.
8. Feeling committed to your work.
9. If you marked any of these situations or feelings, how did these feelings or situations help you to do your work or get along with your colleagues?
10. Experiencing low job satisfaction.
11. Feeling anxiety .
12. Experiencing negative work situations.
13. Feeling hopeless.

Support system

1. There is a special person who is around when I am in need.

2. There is a special person with whom I can share joys and sorrows.
3. My family really tries to help me.
4. I get the emotional help and support I need from my family.
5. I have a special person who is a real source of comfort to me.
6. My friends really try to help me.
7. I can count on my friends when things go wrong.
8. I can talk about my problems with my family.
9. I have friends with whom I can share my joys and sorrows.
10. There is a special person in my life who cares about my feelings.
11. My family is willing to help me make decisions.
12. I can talk about my problems with my friends.