'I'm happy with my job, but …': Thai EFL Teacher's Well-Being and Boreout

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Abstract

The profession of foreign language teaching, particularly for non-native English speakers, is often acknowledged for its inherent demands and complexities, prompting a burgeoning interest in scholarly investigation into factors conducive to teacher well-being and boreout. Within EFL instruction, considerable attention has been devoted to the significance of teacher emotions. This paper attempts to examine the predictors of the psychological well-being and boreout of Thai EFL teachers. A group of 541 Thai EFL schoolteachers nationwide participated in this study. Employing two distinct instruments, namely the Index of Psychological Well-Being at Work and the Job Boreout Scale, data were collected online and analyzed through descriptive statistics, correlation, regression analysis, and ANOVA. The findings revealed a significant negative impact of boreout on the psychological well-being of Thai EFL schoolteachers, with higher levels of boreout associated with lower levels of well-being. Regression analysis demonstrated that boreout accounts for 29.8% of the variability in psychological well-being (R^2=.298, $p < .01$), highlighting the importance of addressing boreout to improve teachers' overall well-being. This study highlights implications for practitioners, teacher educators, and policymakers, advocating for a heightened consciousness toward addressing and minimizing teachers' boreout to foster teacher well-being and enhance their efficacy within the academic context.

Keywords: English as a foreign language; job boreout; teacher emotions; teacher well-being

Introduction

In the field of education, the psychological well-being of teachers is a critical determinant of both their professional performance and the overall learning environment (Ibrahim et al., 2021). According to Hascher and Waber (2021), teacher well-being encompasses various dimensions, including job satisfaction, emotional stability, and a sense of professional fulfillment. These dimensions are crucial as they contribute to a teacher's ability to function effectively in their role, thereby impacting the learning environment and student outcomes. The importance of these factors cannot be overstated, as they directly influence the quality of instruction and student outcomes (Ortan et al., 2021). Despite this, teachers often face increasing demands,

administrative burdens, and high expectations, which contribute to elevated levels of stress, boreout, and burnout (Collie & Mansfield, 2022). These pressures detract significantly from their well-being, leading to detrimental effects not only on their personal health but also on their ability to teach effectively. While significant research has been devoted to understanding stress and burnout among teachers, boreout remains relatively underexplored. That is, the critical role that boreout may play in shaping teachers' psychological well-being has been largely overlooked in the existing literature. Most studies (e.g., Agyapong et al., 2023; Candeias et al., 2021; Zhao et al., 2022) have concentrated on burnout and stress, often neglecting the subtler yet profound effects of boredom and a lack of professional growth. This oversight is particularly pronounced in the context of Thai EFL schoolteachers. In Thailand, cultural and systemic factors, such as rigid hierarchical structures and limited opportunities for professional development, may uniquely contribute to experiences of boreout, which is in line with Abubakar et al. (2022). Boreout is characterized by a state of boredom and a lack of meaningful engagement at work. Unlike burnout, which results from excessive demands and stress, boreout stems from insufficient challenges and a lack of stimulating tasks. This condition can severely impact an individual's mental health, leading to feelings of frustration, apathy, and a diminished sense of job satisfaction.

While much of the existing research has focused on burnout, a related but less frequently discussed phenomenon is boreout. Understanding how boreout manifests and affects teachers in this specific educational setting is crucial for developing targeted interventions and policies aimed at promoting teacher well-being and effectiveness. Despite its potential implications, boreout has received relatively little attention in educational research, particularly within the context of English as a Foreign Language (EFL) teachers. These educators often face unique challenges, including cultural differences, language barriers, and varying levels of student motivation, which can exacerbate feelings of disengagement and boredom.

This study aims to fill this gap by investigating the relationship between boreout and psychological well-being among Thai EFL schoolteachers, exploring the predictive power of boreout on psychological well-being, and examining the impact of boreout on various dimensions of psychological well-being. Addressing these objectives is important for several reasons. Firstly, understanding the relationship between boreout and psychological well-being can help in identifying the specific needs of EFL teachers and developing strategies to mitigate the negative effects of boreout. This is particularly relevant in the Thai educational context, where teacher retention and job satisfaction are ongoing concerns. Secondly, by exploring the predictive power of boreout on psychological well-being, this study can offer insights into how systemic changes and targeted support can enhance teacher engagement and satisfaction. Finally, examining the impact of boreout on various dimensions of psychological well-being can inform the design of professional development programs and administrative policies that foster a more stimulating and supportive work environment.

Thus, this research seeks to answer three key research questions:
1. What is the relationship between boreout and psychological well-being among Thai EFL schoolteachers?
2. To what extent can Thai EFL schoolteachers' psychological well-being be predicted by boreout?
3. How does boreout impact the psychological well-being of Thai EFL schoolteachers?

Literature Review

Psychological Well-Being

Critiques of pathology-focused perspectives, which highlight the adverse effects of negative emotions on individual performance, have led positive psychologists to promote a shift toward emphasizing strengths and positivity (Seligman & Csikszentmihalyi, 2000). MacIntyre et al. (2019) argued that positive psychology aims to enhance positive emotions, thereby fostering success, well-being, and improved performance. Similarly, Barry et al. (2017) described well-being as a multifaceted process that includes emotional regulation, goal-setting, empathy, interpersonal skills, decision-making, and conflict resolution. Moreover, Kamboj and Garg (2021) added that psychological well-being involves overall satisfaction with mental and physical health, lifespan, occupation, and general life contentment. In addition, Ryff and Keyes (1995) provided a comprehensive model of psychological well-being that includes autonomy, mastery, personal growth, positive relationships, life purpose, and self-acceptance.

Despite the growing interest in psychological well-being, its relationship with work-related variables has received limited attention. For example, Zeng et al. (2019) found a strong predictive relationship between teachers' growth mindset, well-being, resilience, and job engagement in the Chinese educational context. They argued that individuals with a positive outlook exhibit proactive behaviors that lead to increased vigor and absorption in their work. Furthermore, they identified well-being and grit as mediators between work engagement and growth mindset. Similarly, Sudibjo and Sutarji (2020) supported these findings, demonstrating that teachers' psychological well-being, job satisfaction, and emotional intelligence significantly predict their work engagement. They suggested that engaged educators derive intrinsic satisfaction and enjoyment from their professional roles. Recognizing the critical role of teacher well-being in influencing teaching quality, learner achievement, and fostering positive teacher-student relationships, it is imperative to thoroughly understand the nature of teacher well-being and its related factors (King & Ng, 2018; MacIntyre et al., 2019). This study aims to contribute to the expanding discourse on teacher well-being in educational contexts, seeking to illuminate paths for future research and intervention.

Job Boreout

The concept of "boreout," introduced by Rothlin and Werder (2008), describes a detrimental psychological state marked by minimal work-related stimulation, pervasive job boredom, a crisis in perceived job significance, and limited opportunities for professional growth (Stock, 2015). This phenomenon encapsulates three main dimensions: (1) boredom, (2) a diminished sense of importance in one's work (Rothlin & Werder, 2008), and (3) a lack of developmental prospects (Bakker et al., 2010; Stock, 2015). That is, teachers who perceive their work as meaningless are less inclined to engage with organizational goals (Kass et al., 2001; Stock, 2015). Similarly, the absence of growth opportunities often leads to job disengagement.

Although burnout tends to garner more attention, boreout shares similar negative outcomes, such as exhaustion, demotivation, low self-esteem, anxiety, depression, reduced productivity, diminished creativity, and work-life imbalance (LeCunff, 2020). Any teachers experiencing boreout may feel irritation, cynicism, and worthlessness due to insufficiently stimulating work, which impedes personal growth by confining them to a "comfort zone" (Savels, 2015). Boreout syndrome can severely impact teachers' psychological health, resulting in disengagement, absenteeism, high turnover rates, cyber-loafing, cyber-slacking, avoidance strategies, and deviant workplace behaviors (Andron, 2019).

Significantly, Rothlin and Werder (2008) outlined three primary components of boreout syndrome: inexperience (underutilization of one's capabilities), indifference, and boredom (loss of work enjoyment and a sense of helplessness). Likewise, Stock (2015) further emphasized three aspects: a crisis of work meaning (feeling that the work is senseless), tedious employment (inadequate stimulation), and restricted job growth (lack of learning and development opportunities). Importantly, while burnout results from excessive workload, boreout is triggered by underload, with stress in burnout stemming from the fear of being overwhelmed by work and in boreout from the aversion to workplace monotony.

Although boreout syndrome often affects office workers, teachers are also not immune to job boredom (Čopková, 2021). Despite the classification of teaching as a helping profession, boreout in teaching remains under-researched. In addition, Rogozinsky (2018) suggested that teachers' boredom can arise from repetitive tasks, especially for those teaching the same subjects and lessons over several years. This monotony, coupled with minimal changes in academic material, leads to a stable yet unstimulating work environment. Consequently, even experienced teachers face ennui, highlighting the need for more resources addressing boreout in the teaching profession.

Methodology

Participants

In this study, the target participants were EFL schoolteachers in Thailand. While stratified sampling is recognized for its effectiveness in recruiting representative samples (Neyman, 1992), it was not feasible for this study due to the lack of detailed information about the characteristics of the EFL schoolteachers and accessibility. Consequently, snowball sampling was employed to recruit participants. According to the relevant literature, snowball sampling, particularly when facilitated through social media, has proven to be an efficient and effective recruitment method (Leighton et al., 2021). Compared to traditional sampling methods, snowball sampling allows for a larger sample size and quicker data collection. The researcher initially distributed the questionnaire to known EFL schoolteachers at various schools and teacher education programs across different universities. These initial contacts then shared the questionnaire with other EFL schoolteachers within their networks. Additionally, teacher educators were also asked to forward the questionnaire to further potential participants. Prior to completing the questionnaire, all participants were provided with an online informed consent form detailing the purpose of the study, tasks, and measures for protecting their personal information. Participants who did not meet the criteria or failed to complete the questionnaire were excluded from the data analysis.

Given the study's focus on the overall well-being and boreout among EFL schoolteachers in Thailand, a granular focus on regional or provincial data was not deemed essential in this study. The primary objective was to gain a comprehensive understanding of the shared experiences and challenges faced by EFL teachers across the entire country. The diverse teaching experiences, levels, and periods reported by participants provided sufficient variability to draw meaningful conclusions about the national context. Furthermore, by employing snowball sampling, the researcher facilitated a wide-reaching recruitment strategy (Leighton et al., 2020), which ensured participation from a diverse range of teachers throughout Thailand, without the need for pinpointing specific regions. Additionally, it acknowledged the practical constraints associated with accessing and characterizing the entire population of EFL schoolteachers in Thailand.

The study comprised 541 participants who were EFL schoolteachers. These participants possessed varying levels of teaching experience, categorized as less than 1 year, 1-5 years, 6-10 years, and over 10 years, constituting 51 (9.43%), 198 (36.60%), 168 (31.05%), and 124 (22.92%) schoolteachers, respectively. Additionally, they represented diverse teaching levels, including primary, lower secondary, and upper secondary schools, with respective proportions of 230 (42.51%), 165 (30.50%), and 146 (26.99%) participants. Furthermore, participants were distributed across different teaching periods per week, encompassing 6-10, 11-15, 16-20, 21-25, and over 25 periods, comprising 28 (5.18%), 43 (7.95%), 221 (40.85%), 193 (35.67%), and 56 (10.35%) schoolteachers, respectively. Notably, the majority of Thai EFL

schoolteachers reported an average of 16-20 teaching periods per week, followed by 21-25 periods per week. Participants were drawn from various schools across Thailand, with a significant number in the central region (227/41.96%). Demographics of participants are illustrated in Table 1. Prior to participation, all individuals were fully informed about the purpose of the study and provided informed consent. It is important to note that all responses were voluntary and based on participants' willingness to participate.

Table 1
Demographics of Participants

Types		No. (Percentage)
Years of teaching experience	less than 1 year	51 (9.43%)
	1-5 years	198 (36.60%)
	6-10 years	168 (31.05%)
	over 10 years	124 (22.92%)
Teaching levels	Primary	230 (42.51%)
	Lower secondary	165 (30.50%)
	Upper secondary	146 (26.99%)
Teaching periods	6-10 periods per week	28 (5.18%)
	11-15 periods per week	43 (7.95%)
	16-20 periods per week	221 (40.85%)
	21-25 periods per week	193 (35.67%)
	over 25 periods per week	56 (10.35%)

Research Instruments
Boreout Scale

To measure boreout, this study adopted the scale of boreout developed by Stock (2015). The scale consists of three indicators, which were crisis of meaning at work (four items), job boredom (four items), and crisis of growth at work (four items). These dimensions collectively help in understanding the extent to which EFL teachers feel disengaged and unstimulated in their roles. A four-point scale was utilized with "1 (strongly disagree)" to "4 (strongly agree)" as endpoints. In this study, the boreout scale demonstrated satisfactory internal consistency, evidenced by a Cronbach's Alpha coefficient of $\alpha = .920$ for the entire scale.

Index of Psychological Well-Being at Work

In this investigation, the assessment of psychological well-being at work employed a measurement scale devised by Dagenais-Desmarais and Savoie (2012). At the dimensions level, this scale comprises five distinct dimensions illuminating various facets of psychological well-being in the workplace. These five dimensions encompass *Interpersonal Fit at Work*, *Perceived Recognition at Work*, *Thriving at Work, Involvement at Work*, and *Feeling of Competency at Work*. This scale explores how well EFL teachers integrate and fit within their work environment, the recognition and appreciation they receive, their overall sense of thriving and growth, their engagement and involvement in work activities, and their feelings of competence and capability in their job roles. By assessing these aspects, the study aims to provide a comprehensive overview of the factors contributing to teachers' psychological well-

being in the workplace. In this study, the Psychological Well-Being at Work (PWBW) scale demonstrated satisfactory internal consistency, evidenced by a Cronbach's Alpha coefficient of $\alpha = .958$ for the entire questionnaire.

Data Collection

Ethical considerations were conscientiously addressed throughout the research process, particularly in securing informed consent from participants. At the onset of participation, an online consent form was provided, which clearly outlined the study's purpose, procedures, and the rights of the participants to ensure transparency. This form also emphasized that participation was voluntary and that participants could withdraw at any time without any penalty. Furthermore, it assured participants that all responses would remain confidential and would only be used for research purposes. This form had to be actively agreed upon before participants could access the questionnaire, ensuring that consent was fully informed.

The data was collected using Google Forms, a platform that allows for anonymity and security of the information provided, due to its increased accessibility, rapid data collection, and cost-effectiveness. To ensure data integrity, responses were automatically recorded and timestamped by the system, minimizing human error and data manipulation. Regular data validation checks were performed to verify that the data collected adhered to the expected formats and to identify any outliers or inconsistencies. Methods for handling missing data included using statistical imputation techniques where appropriate, which helped maintain the robustness of the dataset.

Data collected were stored securely on encrypted servers with access restricted to the research team only. During the analysis phase, all data were anonymized, with any potentially identifying information removed or altered before analysis to prevent any breach of confidentiality. This rigorous process ensured that the integrity and confidentiality of the data were maintained throughout the study, from collection through to storage and analysis.

Data Analyses

The collected data was initially scored and organized using Microsoft Excel. Subsequently, statistical analyses were conducted using SPSS to address the research questions. To address the first research question, the Pearson Correlation Coefficient was employed. This statistical test measures the strength and direction of the linear relationship between two continuous variables, specifically boreout and well-being, allowed the extent to which boreout is associated with psychological well-being among Thai EFL schoolteachers to be determined. For the second research question, multiple regression analysis was utilized. This method enables the prediction of psychological well-being (dependent variable) based on the levels of boreout (independent variable). Multiple regression provides coefficients that indicate the strength and direction of the prediction, thereby quantifying the extent to which

boreout influences psychological well-being. Similarly, the third research question was examined through multiple regression analysis. This approach was chosen to understand the impact of boreout on various aspects of psychological well-being. Multiple regression analysis is particularly suitable for exploring the direct relationships between boreout and different dimensions of well-being. Lastly, One-Way Analysis of Variance (ANOVA) was used to compare the means of three or more independent groups to determine if there were statistically significant differences among them. This test ensures that the observed differences in means are not due to random chance and is especially useful in educational research for comparing different levels and categories of teaching loads to understand their impact on outcomes such as boreout and psychological well-being. Using these statistical methods provided a comprehensive analysis of the relationships and impacts of boreout and psychological well-being, contributing valuable insights into the experiences of Thai EFL schoolteachers.

Ethical Considerations

While a formal Institutional Review Board (IRB) application was inadvertently missed, it is important to emphasize that all research procedures strictly adhered to established ethical principles in social science research. This aligns with guidelines that exempt survey projects from requiring formal approval by the institutional human research ethics committee (Document No. MHESI: 6309.FB 6.1/1/2564). Additionally, the Head of Research at the institution was fully informed about the study.

Findings

Table 2
Descriptive Statistics in terms of Teaching Levels

Factors	Teaching Levels	Mean	Std. Deviation
Boreout 1: Boredom at work	Primary	2.215	.893
	Lower secondary	2.275	.723
	Upper secondary	2.178	.759
Boreout 2: Crisis of meaning at work	Primary	1.782	.997
	Lower secondary	1.987	.769
	Upper secondary	1.751	.884
Boreout 3: Crisis of growth at work	Primary	1.751	.769
	Lower secondary	2.024	.661
	Upper secondary	1.902	.816
Overall Boreout	Primary	1.916	.794
	Lower secondary	2.096	.573
	Upper secondary	1.944	.692
Well-being 1: Interpersonal fit at work	Primary	3.119	.634
	Lower secondary	3.122	.626
	Upper secondary	3.237	.702
Well-being 2: Perceived recognition at work	Primary	2.988	.705
	Lower secondary	2.877	.573

	Upper secondary	3.058	.721
Well-being 3: Thriving at work	Primary	2.858	.806
	Lower secondary	2.923	.682
	Upper secondary	3.084	.848
Well-being 4: Involvement at work	Primary	2.875	.769
	Lower secondary	3.027	.585
	Upper secondary	2.746	.878
Well-being 5: Feeling of competency at work	Primary	3.132	.665
	Lower secondary	3.169	.592
	Upper secondary	3.164	.724
Overall Well-Being	Primary	2.994	.605
	Lower secondary	3.024	.475
	Upper secondary	3.058	.684

Table 2 offers valuable insights into the experiences of schoolteachers across different teaching levels, encompassing both Boreout and Well-being factors. Beginning with Boreout factors, it is notable that *boredom at work* appears to vary marginally across teaching levels, with lower secondary teachers reporting the highest mean score (M=2.275), followed closely by primary and upper secondary teachers. Conversely, when examining the *crisis of meaning at work*, primary teachers stand out with the highest mean score (M=1.782), indicating a significant struggle compared to their lower and upper secondary counterparts. Interestingly, in the *crisis of growth at work*, lower secondary teachers exhibit the highest mean score, suggesting they may face more challenges related to professional growth compared to primary and upper secondary teachers.

Transitioning to well-being factors, *interpersonal fit at work* appears relatively consistent across teaching levels, with primary, lower secondary, and upper secondary teachers reporting similar mean scores. However, *perceived recognition at work* reveals a striking trend, with primary teachers reporting the highest mean score (M=2.988), significantly lower than their lower and upper secondary counterparts. *Thriving at work* follows a similar pattern, with primary teachers reporting the lowest mean score compared to lower and upper secondary teachers. *Involvement at work* showcases a noteworthy difference, with lower secondary teachers reporting the highest mean score, indicating a strong sense of engagement compared to primary and upper secondary teachers. *Feeling of competency at work* demonstrates minimal variation across teaching levels, with all three groups of teachers reporting similar mean scores.

Overall well-being provides a comprehensive view, where primary teachers reported a slightly lower mean score compared to lower and upper secondary teachers, suggesting they may perceive their overall well-being slightly less positively than their secondary counterparts. These findings highlight the nuanced experiences of schoolteachers across different teaching levels, highlighting areas of strength and areas requiring attention. Understanding these variations can inform targeted interventions aimed at improving teacher well-being and effectiveness across educational settings.

To determine whether or not there is any significant difference among EFL schoolteachers' levels of teaching, one-way analysis of variance (ANOVA) was applied. The ANOVA results reveal that there is a significant difference among teaching levels of EFL schoolteachers in only one factor related to boreout, namely *crisis of growth at work* ($F=6.479$, $p=.002$). In addition, there is a significant difference among teaching levels of EFL schoolteachers in only one factor related to psychological well-being, namely involvement at work ($F=5.487$, $p=.004$).

Table 3
Descriptive Statistics in terms of Numbers of Teaching Periods

Factors	Teaching Periods	Mean	Std. Deviation
Boreout 1: Boredom at work	6-10 periods per week	1.500	.509
	11-15 periods per week	1.970	.738
	16-20 periods per week	2.325	.788
	21-25 periods per week	2.260	.807
	More than 25 periods per week	2.250	.863
Boreout 2: Crisis of meaning at work	6-10 periods per week	1.285	.712
	11-15 periods per week	1.598	.617
	16-20 periods per week	1.831	.910
	21-25 periods per week	1.918	.905
	More than 25 periods per week	2.035	1.043
Boreout 3: Crisis of growth at work	6-10 periods per week	1.571	.619
	11-15 periods per week	1.668	.654
	16-20 periods per week	1.804	.688
	21-25 periods per week	2.025	.801
	More than 25 periods per week	1.946	.905
Overall Boreout	6-10 periods per week	1.452	.468
	11-15 periods per week	1.746	.583
	16-20 periods per week	1.987	.671
	21-25 periods per week	2.068	.726
	More than 25 periods per week	2.077	.835
Well-being 1: Interpersonal fit at work	6-10 periods per week	2.971	.976
	11-15 periods per week	3.297	.579
	16-20 periods per week	3.214	.627
	21-25 periods per week	3.101	.604
	More than 25 periods per week	3.057	.725
Well-being 2: Perceived recognition at work	6-10 periods per week	2.971	.970
	11-15 periods per week	2.944	.751
	16-20 periods per week	3.083	.620
	21-25 periods per week	2.897	.627
	More than 25 periods per	2.828	.754

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	week		
Well-being 3: Thriving at work	6-10 periods per week	2.971	1.123
	11-15 periods per week	2.888	.713
	16-20 periods per week	2.933	.781
	21-25 periods per week	2.980	.741
	More than 25 periods per week	2.842	.832
Well-being 4: Involvement at work	6-10 periods per week	2.857	1.059
	11-15 periods per week	2.753	.741
	16-20 periods per week	2.915	.701
	21-25 periods per week	2.914	.712
	More than 25 periods per week	2.800	.940
Well-being 5: Feeling of competency at work	6-10 periods per week	3.171	.988
	11-15 periods per week	3.102	.419
	16-20 periods per week	3.219	.634
	21-25 periods per week	3.124	.657
	More than 25 periods per week	3.014	.705
Overall Well-Being	6-10 periods per week	2.988	.999
	11-15 periods per week	2.997	.483
	16-20 periods per week	3.073	.566
	21-25 periods per week	3.003	.548
	More than 25 periods per week	2.908	.636

Table 3 reveals a relationship between the number of teaching periods per week and schoolteachers' experiences of boredom, crisis of meaning at work, and crisis of growth at work, as well as their overall well-being. *Boredom* and *a crisis of meaning at work* tend to increase with more teaching periods, particularly among those with 16-20 and over 25 periods per week. However, *the crisis of growth at work* shows less consistency across teaching periods.

In terms of well-being, *interpersonal fit at work* improves with more teaching periods, peaking at 11-15 periods. *Perceived recognition at work* also increases, particularly among teachers with 16-20 periods. *Thriving at work* is highest among those with 6-10 periods per week. Interestingly, *involvement at work* peaks among teachers with fewer periods, indicating strong engagement despite fewer teaching hours. *Feeling of competency at work* remains high across all teaching period categories. Overall well-being tends to be slightly more positive among teachers with 16-20 periods per week. These insights highlight the complex interplay between teaching workload and teacher well-being, guiding targeted interventions to support educators effectively.

To explore further whether or not there is any significant difference among EFL schoolteachers' number of teaching periods, one-way analysis of variance (ANOVA) was applied. The ANOVA results revealed that there are significant

differences among teaching levels of EFL schoolteachers in the following factors related to boreout, namely *boredom* (F=8.052, p=.000), *crisis of meaning at work* (F=4.507, p=.001), *crisis of growth at work* (F=4.542, p=.001), and *overall boreout* (F=6.308, p=.000). However, there are no significant differences among EFL schoolteachers' number of teaching periods in the factors related to psychological well-being.

Table 4
Pearson's Correlation between Boreout and Psychological Well-being (N=541)

	1	2	3	4	5	6	7	8
1	1.00							
2	.780**	1.00						
3	.478**	.536**	1.00					
4	-.143**	-.270**	-.332**	1.00				
5	-.484**	-.484**	-.588**	.466**	1.00			
6	-.426**	-.483**	-.489**	.531**	.757**	1.00		
7	-.295**	-.348**	-.492**	.595**	.665**	.758**	1.00	
8	-.309**	-.258**	-.481**	.414**	.687**	.668**	.709**	1.00

Note. Boreout: 1. Boredom, 2. Crisis of meaning, 3. Crisis of growth; Well-being: 4. Interpersonal Fit, 5. Perceived Recognition, 6. Thriving at Work, 7. Involvement, 8. Feeling of Competency
** Correlation is significant at the 0.01 level (2-tailed).

Table 4 presents Pearson's correlation coefficients between three dimensions of boreout (*Boredom*, *Crisis of Meaning at Work*, and *Crisis of Growth at Work*) and five aspects of psychological well-being (*Interpersonal Fit*, *Perceived Recognition at Work*, *Thriving at Work*, *Involvement at Work*, and *Feeling of Competency at Work*) for a sample of 541 participants. The correlations were evaluated at the 0.01 significance level (2-tailed). Using a 0.01 level (2-tailed) thus set a stricter criterion for determining significance compared to more commonly used levels (e.g., 0.05). This reduces the likelihood of type I errors, where one might incorrectly reject the null hypothesis. The analysis reported a significant and moderately strong inverse correlation (r= -.546, p<.01) between boreout and psychological well-being. Moreover, the analysis revealed significant negative correlations between all three dimensions of boreout and the various aspects of psychological well-being, indicating that higher levels of boreout are associated with lower levels of well-being. Notably, *Perceived Recognition at Work* and *Thriving at Work* show strong negative correlations with all three dimensions of boreout, particularly with *Crisis of Growth at Work*, highlighting these areas as being most adversely affected. Moreover, *Interpersonal Fit* and *Feeling of Competency at Work* have relatively weaker but still significant negative correlations, suggesting these well-being aspects are somewhat less sensitive to boreout but still notably impacted. Overall, the findings suggest that

boreout significantly undermines various aspects of psychological well-being among teachers. These insights highlight the importance of addressing boreout to enhance teachers' overall well-being.

Table 5

Regression Coefficients of Boreout and Psychological Well-Being (N=541)

Model		Unstandardized Coefficients		t	p	95% Confidence Interval	
		β	Std. Error			Lower	Upper
1	(Constant)	3.923	.063	61.952	.000	3.798	4.047
	Boreout	-.456	.030	-15.124	.000	-.515	-.396

Table 5 presents the regression coefficients for the relationship between boreout and psychological well-being, and the model examines the impact of boreout on psychological well-being, with the following results. The analysis revealed significant values. With an R^2 value of .298, it is evident that boreout contributed to 29.8% of the variability in psychological well-being among EFL schoolteachers (F=228.738, p<.01). The constant (3.923) represents the predicted value of psychological well-being when boreout is naught. This indicates that, on average, the baseline level of psychological well-being is quite high when boreout is absent. Moreover, the negative coefficient indicates an inverse relationship between boreout and psychological well-being (β=-.46, p<.01). As boreout increases, psychological well-being significantly decreases. In short, the regression analysis demonstrates a significant negative impact of boreout on psychological well-being among EFL schoolteachers. Higher levels of boreout are strongly associated with lower levels of psychological well-being, as evidenced by the significant negative coefficient and the tight confidence interval. These findings underscore the importance of addressing boreout to enhance the overall well-being of teachers.

Discussion

The findings from this study provided a comprehensive understanding of the interplay between boreout and psychological well-being among Thai EFL schoolteachers, addressing the four research questions with critical insights.

To address research question 1, the findings clearly demonstrate a significant and detrimental relationship between boreout and psychological well-being among Thai EFL schoolteachers, indicating that as boreout increases—characterized by job boredom, a crisis of meaning, and growth at work—teachers' psychological well-being significantly declines. This relationship is particularly pronounced in areas such as *Perceived Recognition at Work* and *Thriving at Work*, which exhibit strong negative correlations with all boreout dimensions, suggesting that these elements of well-being are especially vulnerable to the impacts of boreout. Concerning the relationship between boreout and psychological well-being, the analysis revealed a significant inverse relationship between boreout and psychological well-being, with a

moderately strong negative correlation (r=-.546, p<.01). This finding suggests that as boreout increases, the well-being of teachers markedly decreases (Shen, 2022). Notably, perceived recognition at work and thriving at work are most adversely affected by boreout, particularly the crisis of growth at work. This indicates that when teachers experience stagnation and lack of professional growth, their sense of recognition and vitality diminishes substantially (Qambar & Waheed, 2021). These results highlight a critical area of concern for educational administrators: the need to foster an environment that promotes constant professional development and acknowledges teachers' contributions, as suggested by Nkundabakura et al. (2024). The implications of this relationship are profound. When teachers are bored and feel their work lacks meaning or opportunities for growth, it not only impacts their psychological well-being but also their ability to deliver high-quality education. This finding is consistent with previous works (e.g., Alam & Mohanty, 2023; Bagdžiūnienė et al., 2023). This scenario highlights the importance of addressing boreout proactively. Schools must prioritize creating an engaging work environment that provides opportunities for professional growth and development (Kilag et al., 2023). Such initiatives could include targeted professional development programs, mentoring, and opportunities for career advancement.

To address research question 2, regarding the predictive power of boreout on psychological well-being, the regression analysis further highlights the significant impact of boreout on psychological well-being, with boreout accounting for 29.8% of the variance in well-being (R^2=.298, p<.01). This substantial proportion indicates that boreout is a strong predictor of teachers' psychological well-being, which corroborate Mehmood et al.'s (2024) work on the mediating role of psychological well-being. The negative coefficient (β=-.46, p<.01) elucidates that higher levels of boreout lead to a significant decrease in well-being. This finding is particularly alarming as it suggests that addressing boreout could potentially lead to considerable improvements in teachers' mental health and job satisfaction (Abubakar et al., 2022; Bernardi-Jowett, 2023; Relacion, 2023). The negative regression coefficient highlights a clear inverse relationship, where an increase in boreout leads to a notable decrease in psychological well-being. The predictive power of boreout on well-being highlights the urgent need for systemic interventions. Educational policymakers and school administrators should examine the root causes of boreout, which may include monotonous job roles (Abubakar et al., 2022), lack of recognition (Rothlin & Werder, 2008), and insufficient opportunities for professional growth (Stock, 2015). Given these insights, it is evident that addressing boreout could play a crucial role in enhancing the well-being of teachers, with potential benefits extending to their professional efficacy and retention. Educational administrators should consider implementing targeted strategies to mitigate the factors contributing to boreout, such as enriching job tasks, fostering a supportive work environment, and offering professional development opportunities. Thus, addressing these issues requires comprehensive changes to the educational system, including revising workload policies (McCormack & Cotter, 2013), improving teacher support systems (Tikkanen et al., 2021), and enhancing job roles to include more variety and opportunities for meaningful contributions (Capone & Petrillo, 2020).

To address research question 3, in terms of the impact of boreout on psychological well-being, the impact of boreout on various aspects of psychological well-being is profound. Teachers experiencing high levels of boreout report significantly lower levels of interpersonal fit, perceived recognition, thriving, involvement, and feeling of competency. This comprehensive detriment to well-being components highlights the multifaceted nature of boreout impact (Andron, 2019; LeCunff, 2020). Interestingly, while involvement at work was highest among teachers with fewer periods, it decreases significantly with increased teaching periods, suggesting that excessive workloads might reduce teachers' engagement and sense of purpose (Heffernan et al., 2022; Timms et al., 2007). This observation prompts a reevaluation of workload distribution and support mechanisms within schools. Finally, concerning the differences between teaching periods and teaching levels, the significant differences in boreout and well-being across teaching levels and periods suggest that contextual factors play a crucial role in shaping these experiences (Abubakar et al., 2022). Lower secondary teachers report the highest levels of crisis of growth, indicating a potential bottleneck in professional advancement opportunities at this level. The possible explanation is that lower secondary teachers are typically responsible for students in a critical developmental phase, dealing with the transition from childhood to adolescence (Hanewald, 2013). This period is often marked by increased behavioral and emotional challenges, which can be demanding and stressful for teachers, contributing to feelings of crisis and boreout. Moreover, the finding that well-being peaks at moderate teaching periods (16-20 periods) but decreases with excessive workloads (over 25 periods) challenges the current workload policies and calls for a balanced approach to teaching assignments.

Interestingly, these findings provoke several critical reflections. First, the education system needs to prioritize professional development and create clear pathways for career progression to mitigate the crisis of growth. This can be achieved by introducing structured career advancement programs, regular training sessions, and mentorship opportunities. Second, recognizing and rewarding teachers' efforts more systematically could enhance their perceived recognition and overall well-being. This could involve developing comprehensive reward systems that acknowledge teachers' achievements and contributions. Lastly, reducing excessive teaching periods and providing adequate support could maintain high levels of engagement and thriving among teachers. This requires a reevaluation of current workload policies to ensure that teachers have a balanced workload that allows for effective teaching and personal well-being.

Pedagogical Implications

The findings from this study offer critical and practical pedagogical implications that can enhance the well-being of Thai EFL schoolteachers. Addressing the significant issues of boreout and psychological well-being requires a multifaceted approach involving professional development, workload management, recognition, and creating a supportive work environment. Firstly, there is a pressing need for robust professional development and growth opportunities. The negative correlation

between boreout and well-being, particularly the crisis of growth, underscores the importance of continual professional development. Educational institutions should provide structured career progression pathways, regular training, mentorship, and professional learning communities. These measures can help teachers feel engaged and purposeful, reducing the risk of stagnation and disengagement.

Secondly, workload management is another critical area that requires attention. The study demonstrates that boreout levels increase with the number of teaching periods. Teachers with heavy workloads, especially those teaching over 25 periods per week, report higher boreout levels, which negatively impacts their well-being. Schools should implement policies to cap teaching periods at manageable levels, ensuring teachers have adequate time for preparation, reflection, and personal development. This balance is essential for sustaining teacher effectiveness and job satisfaction. Moreover, recognition and reward systems play a vital role in addressing boreout and well-being. The strong negative correlation between boreout and perceived recognition at work suggests that teachers need to feel valued and acknowledged. Schools should develop comprehensive recognition and reward systems, celebrating achievements and providing positive feedback. Tangible rewards, such as awards, professional acknowledgments, and career advancement opportunities, can significantly boost teacher morale.

Regarding practical pedagogical implications, balanced teaching schedules are a practical necessity. Schools should ensure teaching schedules are balanced to prevent overload. Implementing policies that limit the maximum number of teaching periods per week can help maintain high engagement levels and reduce boreout. Furthermore, enhancing teacher autonomy can also improve job satisfaction and mitigate boreout. Allowing teachers more control over curriculum development, classroom management, and professional development choices can empower them and increase their sense of involvement. Additionally, creating a culture of continual feedback is essential. Regular performance appraisals, peer reviews, and student feedback can provide teachers with valuable insights into their performance and areas for improvement, fostering a growth-oriented mindset. Significantly, promoting work-life balance is another practical measure. Schools should encourage teachers to take breaks, engage in recreational activities, and pursue personal interests outside of work. Offering flexible working hours, wellness programs, and mental health resources can support teachers' overall well-being. Finally, fostering professional learning communities within schools can provide ongoing support, collaborative learning opportunities, and shared experiences. These communities offer a platform for teachers to discuss challenges, share best practices, and collectively find solutions to common issues, enhancing their professional growth and well-being. By addressing these critical and practical implications, educational institutions can significantly improve the well-being of Thai EFL schoolteachers, fostering a more supportive, engaging, and effective teaching environment.

Ultimately, it is essential to also consider the mental and emotional health of Thai EFL schoolteachers, especially in preventing boreout and burnout. To support

teachers' overall well-being, educational institutions should prioritize the implementation of wellness programs and mental health resources. For example, schools should offer structured wellness programs that include activities aimed at reducing stress and enhancing physical health, such as yoga, meditation sessions, and fitness classes. These programs can help teachers manage stress, maintain physical health, and improve their overall energy levels, which are essential for coping with the demands of teaching. In addition, it is vital to provide access to mental health resources, such as counseling services, workshops on emotional resilience, and stress management techniques. These resources can equip teachers with the tools they need to handle psychological stressors effectively. Regular mental health days off could also be incorporated, allowing teachers time to recuperate from work-related stress. Significantly, integrating mental health topics into regular professional development programs can normalize discussions around mental health and well-being. This integration ensures that mental health is not seen as a taboo subject but as a crucial component of professional efficacy and personal well-being.

Conclusion

In conclusion, this study illuminates the detrimental effects of boreout on the psychological well-being of Thai EFL schoolteachers. The significant inverse relationship between boreout and well-being, coupled with the substantial predictive power of boreout, highlights the urgent need for systemic changes in the educational environment. Addressing boreout through professional development, recognition, and balanced workloads can enhance teacher well-being, ultimately leading to more effective teaching and better educational outcomes. These findings should prompt educational policymakers and administrators to critically assess and reform current practices to support the mental health and professional fulfillment of teachers.

There are some limitations that should be acknowledged. First, this study employed a cross-sectional design, capturing data at a single point in time. This approach restricts the ability to infer causal relationships between boreout and psychological well-being. Longitudinal studies would be more effective in establishing causality and understanding the dynamics of these variables over time. Moreover, this study did not extensively account for contextual factors that could influence boreout and well-being, such as school environment, administrative support, socio-economic conditions, and cultural factors. These variables could play a significant role in shaping teachers' experiences and should be considered in future research. Future research should adopt qualitative studies which could provide deeper insights into teachers' personal experiences and the nuances of their professional environments. In addition, investigating the effectiveness of various interventions designed to reduce boreout and improve well-being could also provide valuable guidance for educational policymakers and administrators. Moreover, understanding these dimensions in greater depth will enable the development of more targeted and effective strategies to support teachers' professional and personal well-being.

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Appendix: Instruments

Job Boreout Scale (adapted by Stock, 2015)

Crisis of meaning at work:
- My work seems meaningless.
- I don't see any sense in my work.
- I suffer from the fact that I do not see any point in my work.
- When I think about the meaning of my work, I find only emptiness.

Job boredom: In my job . . . . . .
- I feel bored.
- I am not fascinated.
- I am frustrated.
- I am not able to concentrate.

Crisis of growth:
- My job offers me opportunities for personal growth and development (reversed).
- My work gives me the feeling that I can achieve something (reversed).
- My work offers me the possibility of independent thought and action (reversed).
- I learn new things in my work (reversed).

Index of Psychological Well-Being at Work (Dagenais-Desmarais & Savoie, 2012)

1. I value the people I work with.
2. I enjoy working with the people at my job.
3. I get along well with the people at my job.
4. I have a relationship of trust with the people at my job.
5. I feel that I am accepted as I am by the people I work with.
6. I find my job exciting.
7. I like my job.
8. I am proud of the job I have.
9. I find meaning in my work.
10. I have a great sense of fulfillment at work.
11. I know I am capable of doing my job.
12. I feel confident at work.
13. I feel effective and competent in my work.
14. I feel that I know what to do in my job.
15. I know my value as a worker.
16. I feel that my work efforts are appreciated.
17. I feel that my work is recognized.
18. I know that people believe in the projects I work on.
19. I feel that the people I work with recognize my abilities.
20. I feel that I am a full member of my organization.
21. I want to take initiative in my work.
22. I care about the good functioning of my organization.
23. I like to take on challenges in my work.

24. I want to contribute to achieving the goals of my organization.
25. I want to be involved in my organization beyond my work duties.

Notes
1. Interpersonal fit at work (items 1–5)
2. Thriving at work (items 6–10)
3. Feeling of competency at work (items 11–15)
4. Perceived recognition at work (items 16–20)
5. Desire for involvement at work (items 21–25)