MENTAL HEALTH AND BURNOUT AMONG SCHOOL TEACHERS IN WEST BENGAL

THESIS SUBMITTED TO JADAVPUR UNIVERSITY FOR THE

AWARD OF THE DEGREE OF

DOCTOR OF PHILOSOPHY IN ARTS (EDUCATION)

SUBMITTED BY

ANJAN KUMAR GIRI

UNDER THE SUPERVISION OF

DR. MANIKANTA PARIA

DEPARTMENT OF EDUCATION

JADAVPUR UNIVERSITY

KOLKATA

2024

This thesis is dedicated to my Parents

For their unconditional love, support and encouragement

Certificate

Certified that the thesis entitled **"MENTAL HEALTH AND BURNOUT AMONG SCHOOL TEACHERS IN WEST BENGAL"** submitted by me for the award of the Degree of Doctor of Philosophy in Arts at Jadavpur University is based upon my work carried out under the supervision of Dr. Manikanta Paria, Assistant Professor, Department of Education, Jadavpur University, and that neither this thesis nor any part of it has been submitted before for any degree or diploma anywhere / elsewhere.

Countersigned by the Supervisor — Anjan Kumar Giri

(Dr. Manikanta Paria) — Date:

Acknowledgement

The researcher has received support, assistance, and cooperation from various people in preparing this Ph. D thesis. Its success required a great deal of direction, support, blessings, and love from many people, and the researcher is incredibly fortunate to express his sincere gratitude to all of them.

First and foremost, the researcher wishes to express his gratitude to his beloved parents, who are the first Guru in his life, for all their sacrifices and unwavering support, without which the researcher would not be now what he is.

The researcher expresses his best regards, the profound sense of gratitude and indebtedness from his core of heart to his esteemed guide and mentor, Dr. Manikanta Paria, Assistant Professor, Department of Education, Jadavpur University, for his invaluable advice, specific recommendations, and helpful criticism throughout the study.

The researcher expresses his warm regards and respect to one of the beloved teachers Prof. Muktipada Sinha, Professor and Head, Department of Education, Jadavpur University, for his continuous engagement, valuable guidance, and suggestions throughout the study.

The researcher expresses his special gratitude to Dr. Bijoy Krishna Panda, Assistant Professor, Department of Education, Jadavpur University, for their important involvement in the research design and implementation.

He expresses his heartfelt gratitude to Prof. Bishnupada Nanda, Dr. Lalit Lalitav Mohakud, Prof. Prakash Biswas, Dr. Samir Chattopadhyay, Dr. Tausif Biswas, Dr. Dipty Subba, Sharif Khan and Dr. Mita Howladar Faculty, Department of Education, Jadavpur University for their valuable suggestions and continuous encouragement throughout the study.

A tremendous credit goes to my beloved brother Chayan Adak and Chiranjit Mandal, Research Scholar of Education Department at Jadavpur University, for

wonderful contribution, appreciation of unique thought, constant assistance, late-night feedback sessions and moral support etc.

Mr. Gopal Chandra Mura, Assistant Teacher of Fathepur Sishu Kalyan Primary school is like a torch-bearer, who illuminates my path in every difficult situation. I couldn't have undertaken this journey without his active co-operation. I'm eternally grateful to him.

The researcher would like to offer his special thanks to all his juniors and seniors in the Department who helped him complete the research study successfully.

The Researcher expresses his thankfulness to the Department of Education, Jadavpur University for allowing him to conduct this study for his Ph. D thesis.

Finally, the researcher wishes to convey his sincere appreciation to his family and close friends for their never-ending inspiration and unwavering support of him and his studies.

Date: - 12th March, 2024 Anjan Kumar Giri

List of Tables

List of Figures

List of Acronyms

EE	:	Emotional Exhaustion
DP	:	Depersonalization
PA	:	Personal Accomplishment
WBBSE	:	West Bengal Board of Secondary Education
WBCHSE	:	West Bengal Council of Higher Secondary Education
SPSS	:	Statistical Package for The Social Sciences
ANOVA	:	Analysis Of Variance
M	:	Mean Value
Sd	:	Standard Deviation Value
F	:	One Way ANOVA Test Value
p- Value	:	Probability Value
t- Value	:	Independent Sample T- Test Value
r	:	Coefficient of Correlation
α	:	Alpha B
H_0	:	Null Hypothesis
M	:	Mean
df	:	Degree of Freedom
Std.	:	Standard
WHO	:	World Health Organization
APA	:	American Psychological Association
UNESCO	:	United Nations Educational Scientific Cultural Organization
MBI-ES	:	Maslach Burnout Inventory – Educators Survey
GHQ	:	General Health Questionnaire
S	:	Significant
NS	:	Not Significant
NCES	:	National Centre for Education Statistics
NEA	:	National Education Association
BLS	:	Bureau of Labor Statistics
JOLTS	:	Job Openings and Labor Turnover Survey
NIMH	:	National Institute of Mental Health
NHS	:	National Health Service

CMHA	:	Canadian Mental Health Association
ERA	:	Emotional Regulation Abilities
DAS	:	Depression Anxiety Stress
RSS	:	Relationship Satisfaction Scale
BSSS	:	Berlin Social Support Scales
IEQ	:	Injustice Experience Questionnaire
LTBQ	:	Learner-to-teacher Bullying Questionnaire
HADQ	:	Hospital Anxiety and Depression Questionnaire
MCO	:	Movement Control Order
PWBS	:	Psychological Well-Being Scale
STARS	:	Supporting Teachers and Children in Schools
EFQ	:	Everyday Feelings Questionnaire

List of Appendices

Abstract

Job-related burnout is now acknowledged as a prominent concern in various workplaces. Burnout manifests as a condition of emotional, physical, and mental depletion stemming from prolonged exposure to excessive stress. Multiple factors contribute to its onset, such as heavy workloads, extended working hours, limited autonomy, ambiguous job expectations, and interpersonal conflicts within the workplace. Burnout is intricately connected to compromised mental well-being, as prolonged stress and exhaustion have the potential to worsen mental health conditions. Teacher burnout has the potential to result in diminished engagement, motivation, and academic achievement among students. Moreover, it could play a role in disrupting classroom dynamics and straining teacher-student interactions. It is imperative to tackle teacher burnout as it is vital for cultivating a conducive learning atmosphere and promoting student welfare. The major objective of the study was to understand how far the school teachers in West Bengal have experienced job related burnout in terms of emotional exhaustion, depersonalization and personal accomplishment and examine the connection between teachers' burnout along with its different facets and their mental health. A cross-sectional survey study framework was implemented using the simple random sampling technique, with a sample size of 653 school teachers from secondary and higher secondary levels in West Bengal. Standardized original version of Maslach Burnout Inventory – Educators Survey (MBI-ES), General Health Questionnaire (GHQ) and a basic information schedule were used to collect relevant data. Further, IBM-SPSS (Version-20) was operated to analyze the data. Descriptive and inferential parametric (Independent Sample T-Test, One-way ANOVA & Pearson's correlation); Non-Parametric (Chi-Square) tests were computed to draw the parameter. Findings yielded that majority of teachers appeared with low emotional exhaustion, high depersonalization and high personal accomplishment. Male teachers had higher prevalence of emotional exhaustion, depersonalization and personal accomplishment than female teachers and burnout levels wise comparison of all three dimensions in relation to gender showed statistical significance. Dimensions of burnout as emotional exhaustion, depersonalization, personal accomplishment in relation to teaching experience was found that significantly positively correlated to each other.

CONTENT

CHAPTER – I

CONTEXT OF THE STUDY

CHAPTER - I

CONTEXT OF THE STUDY

1.1 Introduction

Job stress, employment dropout and emotional outburst at work place are significant issues in today's professional landscape. Job-related stress can arise from a multitude of circumstances, including but not limited to excessive work demands, stringent time constraints, and an inadequate equilibrium between work and personal life (Serrano & Costa, 2018). The impact of this phenomenon extends beyond the individual's personal welfare and encompasses wider consequences for organizational productivity and staff retention. The phenomenon of employment dropout, when individuals prematurely disengage from their work, may be attributed to factors such as burnout, discontent, or a lack of alignment between the individual's skillset and the demands of the job (Yener & Coşkun, 2013). This phenomenon has the potential to result in a depletion of skilled individuals inside the organization, so impeding its overall effectiveness and productivity. Emotional outbursts in the workplace can arise as a result of stress (Wälde, 2015), while also serving as a contributing factor to the experience of stress. In situations of heightened stress, individuals may experience heightened emotional states, resulting in interpersonal conflicts and the establishment of an unfavorable professional atmosphere. Conversely, a work atmosphere characterized by toxicity might potentially exacerbate emotional suffering and lead to episodes of outbursts.

The phenomenon of job stress is a prevalent concern that impacts persons in diverse industries and occupational positions. The phenomenon presents itself in several manifestations, including an overwhelming number of tasks, stringent time constraints, limited autonomy, and an inadequate equilibrium between professional and personal life. The dynamic and evolving character of the contemporary work environment is a significant factor that contributes to job-related stress (Sauter & Murphy, 1995). The contemporary landscape

characterized by technological progress, heightened competitiveness, and an ongoing need for innovation has engendered an atmosphere in which employees frequently experience a sense of pressure to fulfill elevated performance standards. The phenomenon of business globalization has led to constant connectedness, thereby erasing the boundaries that traditionally separate one's professional and personal spheres. The perpetual state of being connected, although offering adaptability, can also be a source of stress as individuals may encounter difficulties in disengaging from work, ultimately resulting in burnout. The ramifications of job-related stress have wide-ranging implications. From an individual perspective, the potential consequences of this phenomenon can have adverse effects on one's mental well-being, manifesting as heightened levels of worry and sadness. Chronic stress has been found to have a significant impact on physical health, manifesting in various detrimental effects such as cardiovascular disorders and reduced immune function (Salleh, 2008). Job stress at the workplace has been found to have detrimental effects on various aspects of organizational functioning. Specifically, it has been associated with a loss in productivity, an increase in absenteeism rates, and a heightened probability of conflicts arising among team members. In order to effectively mitigate job-related stress, businesses must implement a comprehensive strategy. This entails fostering a corporate culture that places importance on achieving a harmonious equilibrium between professional and personal life, offering various tools and support systems for effectively managing stress, and actively promoting transparent and effective channels of communication. The implementation of flexible work arrangements, wellness programs, and mental health support services can significantly contribute to the establishment of a work environment that is more conducive to providing support. The manifestation of strong emotions in a professional setting might give rise to a climate characterized by heightened stress levels and decreased efficiency. These emotional outbursts might show in the form of rage, frustration, or sadness, and can be elicited by a range of reasons, such as stress, interpersonal issues, or job discontent (Karterud et al, 2016).

Stress frequently serves as a precursor to the occurrence of emotional outbursts. When individuals experience a high level of stress due to their workload, deadlines, or other job-related demands, it might potentially hinder their capacity to effectively manage and control their emotions, resulting in instances of emotional outbursts. Moreover, the presence of conflicts within teams, unresolved interpersonal issues, or a dearth of effective communication channels can significantly contribute to the intensification of emotions in the workplace. The ramifications of emotional outbursts extend beyond the persons who exhibit them. Instances of this nature have the potential to generate a cascading influence, affecting the dynamics of a team, the morale of its members, and the entire culture of the workplace. Colleagues may suffer a sense of discomfort or reduced motivation, while the one directly impacted may undergo emotions characterized by guilt or remorse.

1.2 Historical background of Burnout

In the mid-1970s, America began conducting fundamental investigations into the emotions experienced by employees, seeking to understand, articulate, and document this phenomenon and its remarkable prevalence. The initial investigations focused on fitness professionals. Investigations were launched based on the fact that over time, workers get emotionally drained and lose their motivation and resilience. Then, Psychologist Herbert Freudenberger coined the word "burnout" in 1974. He employed it to delineate the ramifications of intense stress and lofty principles in "helping" vocations, such as healthcare and social work. Freudenberger did research on the personnel of a free clinic and found that those who had high levels of commitment and passion towards their work were also more prone to experiencing burnout. He recognized signs such as fatigue, skepticism, and a feeling of ineffectiveness. Christina Maslach, a psychologist, further elaborated on Freudenberger's research and devised the Maslach Burnout Inventory (MBI), a commonly employed instrument for evaluating burnout. Maslach delineated three primary constituents of burnout: emotional exhaustion (EE), depersonalization (DP), and diminished personal accomplishment (DPA).

Although burnout was initially investigated within the realm of helping professions, subsequent research revealed its pervasive nature, impacting persons in many fields such as education, business, and technology. The World Health Organization formally acknowledged burnout as a professional condition in their renowned manual International Classification of Diseases (ICD-11) in May 2019. Burnout is characterized as a syndrome that arises from prolonged workplace stress that has not been effectively addressed. Over time, the comprehension of burnout has progressed beyond the human level to encompass organizational variables and systemic concerns. The acknowledgment of burnout today includes the recognition of workplace culture, job demands, and the entire work environment as major factors. Ongoing study is being conducted on burnout, especially when work transforms and new obstacles arise. The increasing prevalence of technology, shifts in communication methods, and the influence of worldwide occurrences, such as the COVID-19 pandemic, have underscored the significance of tackling and averting burnout in diverse professional environments.

1.3 Definitions of Burnout

Burnout, was well-defined by the **World Health Organization (WHO),** is a symptom that arises from prolonged work place pressure that has not been effectively addressed. It is distinguished by three proportions as sensations of diminished vitality or extreme fatigue, employment disengagement, or the experience of detachment or pessimism towards one's employment and diminished professional effectiveness.

Christina Maslach and Susan E. Leiter, renowned figures in the field of burnout research, define burnout as a psychiatric syndrome characterized by persistent stress in the workplace, resulting in psychological fatigue, depersonalization refers to the presence of a cynical attitude and emotions of detachment from employment and diminished sense of personal fulfillment (feeling of being ineffective and experiencing a dearth of accomplishments in the workplace).

Herbert Freudenberger, the originator of the term "burnout," defined it as the exhaustion of an individual's cognitive or physical capacities due to excessive pursuit of a goal, coupled with the concurrent disregard of other aspects of life.

The Cynical Disengagement Model emphasizes the cultivation of cynicism and detachment as a strategy to shield oneself against the emotional fatigue linked to burnout. It highlights the significance of organizational elements in promoting burnout.

The Effort-Reward Imbalance Model, put out by Johannes Siegrist, posits that burnout arises when there is a discrepancy between the considerable exertion put forth and the inadequate benefits received, particularly in regards to social acknowledgement and employment stability.

1.4 Teachers' Burnout: A recent Crisis

The incidence of teacher burnout has experienced a significant surge in recent years, as evidenced by several studies that have revealed concerning numbers. Johnson et al. (2022) found that the incidence of teacher burnout has increased by 15% since 2019, based on their study. The increasing trajectory of this phenomenon is alarming, necessitating a thorough analysis of the variables that are contributing to this critical situation. An escalating workload is a major factor leading to teacher burnout. Teachers are now burdened with increased expectations, including greater administrative duties, documentation, and obligations. These findings align with the research conducted by Smith and Brown (2021), which highlighted an overwhelming workload as a significant source of stress for instructors. Teachers experience additional stress due to administrative pressures, such as standardized testing, curricular modifications, and compliance obligations. These requirements can diminish the fundamental educational experience. The research conducted by Anderson and Williams (2020) highlights the necessity of reevaluating administrative rules in order to ease the workload on teachers. Addressing the various requirements of students with different needs and managing the intricate emotional aspects of the teaching profession greatly

contribute to burnout. The epidemic has had a substantial effect on the emotional well-being of instructors. The significance of attending to the emotional well-being of educators is emphasized in a study directed by Thompson et al. (2021). The phenomenon of teacher burnout significantly affects the overall standard of education. Fatigued and overwhelmed educators may encounter difficulties in delivering captivating classes and offering personalized assistance to pupils. The study conducted by Wilson and Davis (2022) revealed a definitive correlation between the well-being of teachers and the academic performance of students. Burnout has a direct impact on the teaching profession, leading to a significant increase in the rate at which teachers leave their positions. Teachers who are suffering from burnout are more prone to quitting their job, resulting in shortages in specific regions or courses. The matter of teacher retention and attrition necessitates immediate consideration from educational officials (Johnson & Garcia, 2023).

Most recently, in early 2022, the National Center for Education Statistics (NCES) testified that forty-four percent of public schools had full or part-time teaching positions that were vacant. These vacancies were a result of unexpected resignations and a heavy reliance on non-teaching staff. Approximately 50% of American public schools were actively recruiting new teachers while experiencing a shortage of staff. According to the 2022 Gallup Poll on occupational burnout, a significant 44% of K-12 teachers in the USA (United States of America) reported experiencing frequent or constant burnout. For teachers employed in universities and colleges, the percentage amounted to 35%. The reported figure may be reduced as K-12 teachers are required to navigate the complexities of student-parent relationships, whereas college students are autonomous. Again, a survey conducted among 3,621 members of the National Education Association (NEA) indicated that sixty-seven percent of these prominent teachers perceive burnout as a matter of utmost gravity. Meanwhile, 90% of the participants perceive it as a "moderately significant problem" encountered by educators. According to the report, the main cause of increasing stress among teachers and staff is the presence

of vacant job position. Further, according to a 2022 research study conducted in the United Kingdom, senior leaders in the education sector, including headteachers, principals, deputy and assistant headteachers and principals, as well as heads and deputy heads of year and departments, exhibited the most significant indicators of burnout, exhaustion, and acute stress. Senior leaders were impacted by this at a rate of 37%, whilst school teachers were affected at a rate of 27%. Regarding indicators of fatigue, a remarkable 41% of top executives reported experiencing this, in contrast to 30% of school teachers. Based on statistics of Bureau of Labor Statistics (BLC), the number of instructors in public schools decreased by 567,000 in 2022 compared to pre-pandemic levels. In 2022, the Job Openings and Labor Turnover Survey (JOLTS) reported that the nationwide ratio of hires to job openings in the education sector has decreased to 0.57.

1.5 Causes of Teacher's Burnout

Teacher burnout can arise from a multitude of circumstances, and it typically involves an intricate interaction of personal, professional, and systemic difficulties. These are several prevalent factors:

- **Arduous workloads:** Teachers frequently have arduous workloads, encompassing tasks such as designing lessons, evaluating assignments, attending meetings, and fulfilling extracurricular obligations. The huge quantity of tasks might result in both physical and emotional fatigue.
- **Inadequate Resources:** Limited availability of educational resources, technology, and classroom supplies can lead to frustration and impede the effectiveness of instruction. Experiencing a lack of necessary skills to deliver high-quality education contributes to increased stress.
- **Elevated Expectations:** Educators may have a sense of pressure to fulfill demanding academic benchmarks and standardized assessment criteria. Unreasonable expectations from parents, administrators, and lawmakers can contribute to elevated levels of stress and exhaustion.

- **Student Behavior Issues:** Effectively managing classrooms with various student behaviors and needs can be emotionally taxing. Managing disruptive behavior or resolving particular learning difficulties can have an adverse effect on a teacher's overall well-being.
- **Insufficient Autonomy:** Educators who perceive excessive supervision or restricted authority in determining their instructional approaches may encounter feelings of frustration and diminished job contentment.
- **Insufficient professional development:** A dearth of chances for continuous training and professional advancement might result in stagnation and sentiments of professional discontent.
- **Challenges in the Teacher-Student Relationship:** Establishing favorable relationships with students is essential, but obstacles in communication or struggles in forming connections with students can lead to emotional fatigue.
- **Unsupportive institutional culture:** An unsupportive or hostile school culture, combined with insufficient leadership, can contribute to burnout. Job happiness can be affected by a lack of appreciation, recognition, or relevant feedback.
- **Job insecurity:** Job insecurity can lead to stress for teachers in locations where they confront uncertainty about employment. This is frequently accompanied by apprehensions over remuneration and perks.
- **Organizational conflict:** Role conflicts can arise for teachers when there is a clash between their professional responsibilities and their personal values or views. Managing the competing priorities of teaching and personal/family life can be arduous.
- **Emotional Labor:** Teaching necessitates the exertion of emotional labor, since educators dedicate themselves not only to fostering intellectual development but also to nurturing the emotional welfare of their students. Consistently regulating emotions can be exhausting.

- **Global Events and Crisis Situations:** Events like the COVID-19 epidemic can have a substantial influence on instructors. Burnout is caused by the need to adjust to different teaching methods, deal with student and personal worries, and handle unpredictable situations.

1.6 Mental health: Concept and Models

1.6.1 Concept of Mental health

Mental health is an intricate and diverse concept that includes a person's emotive, mental, and social welfare. It exerts an impact on the cognitive, emotional, and behavioral aspects of persons, molding their capacity to cope with stress, establish relationships with others, and make decisions. The concept of mental health extends beyond merely the absence of mental illnesses (Eren & Kılıç, 2017); it highlights the existence of positive qualities such as resilience, self-esteem, and emotional regulation. Mental health is fundamentally inclined by the complex interaction of biological, psychological, and environmental reasons. Biological aspects cover hereditary traits, brain chemistry, and neurobiology, whereas psychological factors involve individual experiences, cognitive patterns, and coping methods. Environmental factors, such as socio-economic conditions, cultural influences, and life experiences, significantly impact mental health (Khan et al., 2020). Emotional well-being is a crucial factor of mental health (Galderisi et al., 2015). Emotions are essential components of the human experience, functioning as indicators that offer understanding into an individual's mental condition. Optimal emotional well-being entails the ability to acknowledge and regulate a spectrum of emotions, encompassing both positive ones like as joy and love, as well as negative ones like despair and rage. It is crucial to comprehend that encountering adverse emotions is an inherent aspect of human existence, and mental well-being does not include eradicating them but rather skillfully managing and adapting to them.

The concept of stigma is inherently intertwined with mental health. Mental health disorders are frequently accompanied by stigma, which results in discrimination, prejudice, and a hesitancy to seek assistance. To combat the stigma around mental health, it is necessary to encourage candid discussions, raise awareness, and confront misunderstandings. It is essential to acknowledge that mental health exists on a spectrum, with individuals positioned at various points. This recognition is vital for dismantling the obstacles generated by societal prejudice. Mental health encompasses resilience as a crucial component. Resilience is the capacity to effectively recover from difficulties, hardships, and obstacles. Developing resilience entails cultivating effective coping mechanisms, sustaining an optimistic mindset, and nurturing social networks for support. Individuals who possess resilience are more adept at navigating the various challenges and fluctuations of life, hence enhancing their overall mental well-being (Barton et al., 2020). Interpersonal connections and relationships are essential for maintaining optimal mental well-being. Humans possess an innate inclination towards social interaction, and establishing significant relationships with others offers emotional reinforcement, validation, and a feeling of inclusion. Robust social connections can serve as a safeguard against mental health difficulties, fostering a feeling of belonging and mutual encounters.

Practicing self-care is a crucial aspect of preserving one's mental well-being. It encompasses deliberate efforts made to prioritize one's overall well-being, encompassing both physical and mental aspects. Sufficient sleep, consistent physical exercise, nutritious diet, and mindfulness techniques all contribute to one's overall mental well-being (Rössler, 2016). Engaging in self-care is not an act of selfishness, but rather a vital investment in one's capacity to manage the pressures and requirements of life. The workplace exerts a substantial impact on mental well-being. An atmosphere that fosters a positive work-life balance, prioritizes employee well-being, and Addressing stressors can positively impact mental health outcomes. On the other hand, the presence of occupational stress, burnout, and insufficient support might have an adverse effect on mental well-

being. Establishing mentally sound work environments entails implementing policies and procedures that prioritize the mental well-being of employees. Ensuring access to mental health care is a crucial element in fostering overall mental well-being. Regrettably, obstacles such as scarce finances, social disapproval, and insufficient knowledge frequently hinder the availability of mental health care. The endeavors to enhance mental health care encompass the reduction of these obstacles, incorporating mental health services into primary care settings and the cultivation of a comprehensive and easily accessible mental health support system.

1.6.2 Models of Mental health

Multiple frameworks as models are available to conceptualize and comprehend mental health, each providing a distinct viewpoint on the aspects that impact psychological well-being as-

i. **Positive Psychology Model -** Positive psychology, pioneered by Martin Seligman and his colleagues, centers on identifying and cultivating strengths and virtues that enhance overall life satisfaction. The exploration encompasses variables such as thankfulness, resilience, and optimism, with the goal of augmenting general well-being and life contentment, rather than exclusively addressing mental disorders.

ii. **Biopsychosocial Model** - The proposed paradigm by George Engel, known as a holistic approach, acknowledges the interconnection between biological, psychological, and social elements in influencing mental health. It highlights the intricate interaction of heredity, brain chemistry, personal experiences, and social environment.

iii. **Cognitive-Behavioral Model -** This paradigm, based on the research of Aaron Beck, emphasizes the significance of ideas, emotions, and actions in mental well-being. The theory suggests that faulty patterns of thinking have a role in causing emotional distress and promotes the idea of modifying unhelpful thought processes to enhance mental health.

iv. **Ecological Systems Model** - The Ecological Systems Model, commonly attributed to Urie Bronfenbrenner, is a conceptual framework that examines how an individual's growth and welfare are influenced by the diverse contexts or systems in which they reside. Utilizing systems theory, this model investigates the influence of several ecological levels (microsystem, mesosystem, exosystem, macrosystem) on mental well-being. This statement recognizes the impact of family, community, culture, and societal elements on an individual's mental health.

v. **Transactional Model of Stress and Coping -** The process of coping with stress is the primary focus of this paradigm, which was developed by Richard Lazarus and Susan Folkman. According to this, the evaluation of stressors and the effectiveness of coping mechanisms are two factors that have a significant part in determining the outcomes of mental health conditions.

vi. **Psychoanalytic Model -** The psychoanalytic paradigm, which was developed by Sigmund Freud, investigates the impact that unconscious processes have on one's mental health. Early childhood experiences, defense systems, and the resolving of unconscious conflicts are among topics that are explored in this documentary.

vii. **Wellness Model -** The Wellness Model of mental health adopts a comprehensive approach, emphasizing the importance of positive well-being rather than simply the absence of sickness. Consisting of eight essential aspects, it promotes emotional strength and self-awareness, physical well-being through exercise and nutrition, fostering healthy relationships for social welfare, stimulating the mind for intellectual development, finding purpose and equilibrium in work or activities for occupational satisfaction, exploring meaning and beliefs for spiritual welfare, considering the influence of surroundings for environmental wellness, and effectively managing resources for financial well-being. This paradigm distinguishes itself by prioritizing the interaction and equilibrium

of various aspects, encouraging individuals to actively participate in activities that improve their overall well-being, fostering positive mental health beyond the realm of treating illnesses.

1.6.3 Definitions of Mental health

Definitions of mental health may differ among international organizations and psychologists due to the complexity of the subject as-

The **World Health Organization (WHO)** outlines mental health as "a state of well-being in which the individual realizes his or her abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community."

Conferring to the **American Psychiatric Association (APA),** mental health is "a state of successful performance of mental function, resulting in productive activities, fulfilling relationships with other people, and providing the ability to adapt to change and cope with adversity."

The **National Institute of Mental Health (NIMH - U.S.)** defines mental health as "a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community."

The **National Health Service (NHS - UK)** states mental health as "the emotional and spiritual resilience which allows us to enjoy life and to survive pain, disappointment, and sadness. It is a positive sense of well-being and an underlying belief in our own and others' dignity and worth."

Canadian Mental Health Association (CMHA) states that mental health is "a state of well-being, and we all have it. We might have a mental illness, and we might not. Either way, we can all feel well. We can all have good mental health."

Carl Rogers, a prominent humanistic psychologist, sensed mental health as "the ongoing process of a productive and fulfilling life, the ability to adapt and change, and the experience of being in touch with one's own emotions and desires."

Aaron T. Beck, a trailblazer in cognitive therapy, highlighted the significance of thinking in mental well-being, asserting that achieving mental health entails possessing precise and equitable perspectives of oneself, one's experiences, and the surrounding world.

1.7 Teacher's mental health: Why it matters

Teachers have a crucial impact in molding the future through the education and care they provide to the upcoming generation. Nevertheless, the requirements of the occupation, along with the escalating intricacy of contemporary schooling, can have a detrimental impact on the emotional well-being of teachers. It is imperative to acknowledge and tackle the mental welfare of instructors since it is dynamic for the overall functioning of the education system and the academic achievements of pupils.

Firstly, teachers serve as more than just transmitters of knowledge; they show a critical role in enabling and directing educational encounters. The mental well-being of a teacher has a direct impact on their capacity to actively involve pupils, establish a conducive learning atmosphere, and proficiently communicate intricate ideas. Teachers who maintain good mental health can inspire and guide students more effectively. (Xuanxuan, 2012).

Secondly, teacher's emotional state has the potential to impact the ambiance of the classroom. A teacher experiencing mental health difficulties may unintentionally convey tension or negativity to kids (Ekornes, 2017). In contrast, a teacher who is mentally sound enhances the classroom atmosphere by creating a positive and supportive environment, which promotes ideal circumstances for learning.

Thirdly, healthy teacher-student interactions are fundamental for efficacious teaching (Guo-dong, 2004). Teachers who are in a good mental state are able to

establish a stronger connection with students, comprehend their requirements, and offer suitable assistance. Optimal mental well-being improves one's capacity for empathy, patience, and adeptly managing a wide range of student personalities and obstacles.

Fourthly, teaching profession is characterized by its high demands, since educators encounter a wide range of challenges, including hefty workloads and administrative constraints. Teachers who are facing mental health challenges may have a higher likelihood of experiencing burnout and dissatisfaction (Schonfeld et al., 2017). Ensuring the well-being of teachers is crucial for keeping seasoned educators and guaranteeing a sustainable and rewarding career in the field of education.

Fifthly, mental health of instructors plays a crucial part in shaping the entire atmosphere and environment within a school (Weston et al., 2018). An educational institution that provides support, recognition, and prioritizes the mental well-being of its educators is more inclined to cultivate cooperation, effective communication, and a collective dedication to the achievement of students. A positive school culture, in return, improves the entire learning experience.

Lastly, impact of teacher mental health extends beyond the confines of the classroom and has far-reaching consequences for the wider community (Aluh et al., 2018). An intellectually sound and empowered society is fostered by a community that comprises mentally healthy educators. Emotionally resilient and engaged teachers have a good impact on the social fabric and play a role in enhancing community well-being.

1.8 Mental health and Teacher's burnout

The complicated relationship between burnout and mental health reveals a multifaceted interaction, wherein each factor exerts influence on and shapes the other in a mutually reinforcing manner. Burnout, a chronic condition of occupational stress and exerts a significant influence on an individual's mental well-being, contributing to psychological distress such as anxiety and despair

(Carod-Artal et al., 2013). The persistent persistence of burnout intensifies pre-existing mental health difficulties and, in certain cases, serves as a trigger for the emergence of novel mental health conditions. The delicate balance of emotional well-being is broken when burnout begins to manifest. Emotional exhaustion, a characteristic feature of burnout, permeates an individual's psychological state, resulting in feelings of depletion and disengagement not just from work-related obligations but also from the emotional resources necessary to effectively negotiate the intricacies of daily existence. The cognitive functioning, which is normally considered a stable foundation in the presence of difficulties, becomes compromised due to the prolonged stress associated with burnout. The decline in concentration, memory, and decision-making abilities underscores the cognitive burden and establishes a reciprocal association between mental and occupational difficulties. The consequences transcend the boundaries of cognitive processes, extending into the tangible domain. Burnout, which is typically conceptualized as a psychological phenomenon, has detrimental effects on physical well-being, leading to the development of cardiovascular problems, disruptions in gastrointestinal functioning, and a weakened immune system. The correlation between the mind and body becomes apparent as the impact on mental well-being manifests in physiological manifestations. On the other hand, mental health, serving as a forerunner, assumes a crucial function in the progression of burnout. Individuals who have pre-existing mental health disorders face a delicate balancing act as they navigate the demands of the workplace while also managing the challenges associated with their mental health (Thomas & Hersen, 2002). Consequently, they become more vulnerable to the cumulative impacts of workplace stress. The capacity to recover from adversity, sometimes referred to as resilience, is compromised in those facing mental health difficulties. Individuals who are faced with such difficulties encounter a situation in which recovering from setbacks becomes a difficult and demanding endeavor, hence heightening their susceptibility to the pervasive and detrimental effects of burnout. The correlation between mental health and burnout is emphasized by the influence on

interpersonal relationships. Tensions in relationships, whether in the professional or personal realm, add to the stress experienced in the workplace, thereby exacerbating the occurrence of burnout (Maslach, 2003). Addressing the cycle necessitates a multifaceted and all-encompassing strategy. Early intervention plays a pivotal role, necessitating a heightened understanding of the indicators associated with burnout and mental health concerns. The proactive approach to mental health involves regular evaluations of individuals' mental well-being, along with the implementation of employee assistance programs and awareness campaigns. These initiatives serve as the forefront in addressing mental health concerns. The narrative highlights the significance of a supportive work environment, which is characterized by a culture that prioritizes mental health, promotes a balanced work-life dynamic, and actively addresses the negative perceptions surrounding seeking mental health assistance. This environment serves as a foundation for individuals who are dealing with burnout.

The availability of mental health treatments plays a crucial role in this undertaking. It is imperative for organizations to prioritize the provision of unrestricted access to counseling and therapy resources for their employees, thereby cultivating an environment that actively addresses mental health concerns through proactive measures. Training and education are regarded as crucial means of empowerment, as they equip individuals and leaders with the necessary skills to effectively traverse the complex array of difficulties. Programs that specifically target stress management, resilience-building, and mental health awareness play a major role in giving these individuals and leaders with the tools they need. Flexible work arrangements have emerged as a tangible expression of recognizing and accommodating varied demands. Recognizing the distinct needs of individuals and providing adaptability, such as remote work opportunities, flexible scheduling, or condensed workweeks, becomes an essential component of the resolution. The role of leadership support, which is frequently disregarded, is recognized as a significant driver of change. Through the prioritization of transparent communication, consistent support, and the demonstration of positive work

practices, leaders have the ability to influence the organizational culture and establish a conducive atmosphere for mental well-being (Erickson, 2021). Regular assessments, similar to diagnostic instruments, provide valuable information about the stressors affecting the workplace and the general welfare of employees. With this data at their disposal, businesses can develop focused interventions that target the underlying factors contributing to burnout. The interdependent connection between burnout and mental health presents itself as a multifaceted description, and organizations that undertake the task of placing mental health as a priority, cultivating environments that offer support, and implementing nuanced interventions contribute to the collective effort of disrupting the cycle and advancing the comprehensive well-being of their employees. The notion of shared responsibility extends beyond the boundaries of organizational policy and encompasses individual self-care activities. It can be likened to a tapestry composed of interconnected strands of comprehension, assistance, and adaptability.

1.9 Rationale of the study

The issue of teacher burnout is of utmost importance as it not only impacts the mental and emotional health of educators, but also has substantial consequences on pupils and the entire education system. Teachers who are experiencing burnout are prone to a reduction in job satisfaction and engagement, resulting in a deterioration in the quality of education they deliver. This can have a detrimental effect on students' learning experiences and academic performance. Burnout frequently correlates to elevated levels of teacher attrition. Research facilitates the identification of factors that contribute to burnout, enabling schools and policymakers to create strategies aimed at retaining experienced and effective instructors, which is essential for ensuring educational continuity.

Student well-being is significantly influenced by the impact teachers have on their social and emotional growth. Burnout can impede their capacity to offer essential assistance and direction, thereby affecting the mental health and overall welfare of

pupils. Financial burdens are imposed on schools and districts as a result of the ongoing need to recruit and train new teachers owing to burnout. Research can provide valuable insights that can be used to create interventions aimed at mitigating burnout and its related costs. Developing a thorough comprehension of the factors contributing to burnout and its manifestations can aid in crafting targeted professional development programs. Teachers can acquire coping mechanisms and stress management skills to bolster their resilience in the challenging realm of education. The study of teacher burnout can provide valuable insights for crafting education policies at the local, regional, and national levels. It offers evidence to justify the adoption of policies that advocate for the well-being of teachers, such as reasonable workloads, sufficient resources, and a supportive work environment. Burnout is frequently associated with the general atmosphere and environment of the school. Research can provide insights into the elements of school culture and leadership that either contribute to or alleviate teacher burnout. This knowledge can inform endeavors to establish a constructive and nurturing work atmosphere.

The lack of research on teacher burnout in specific places, such as West Bengal, might be ascribed to a multitude of variables. Research necessitates financial backing, and insufficient allocation of funds for investigating teacher burnout in West Bengal might lead to a gap in research. Securing funding is essential for the execution of surveys, interviews, and data analysis. Education systems frequently encounter numerous obstacles, and legislators may give higher priority to other matters rather than addressing teacher burnout. If burnout is not regarded as an urgent issue, research endeavors may be focused on more immediate or conspicuous problems. The presence and ease of access to pertinent data are crucial factors in carrying out research. Insufficient and thorough data on teacher burnout in West Bengal may discourage scholars from conducting studies in this field. To carry out study in a particular area, it is essential to possess a profound comprehension of the indigenous culture and language. Lack of familiarity with the intricacies of West Bengal can impede researchers in devising and executing

experiments with optimal efficacy. If the topic of teacher burnout is not commonly acknowledged as a significant problem in West Bengal, it is possible that there is a lack of awareness and advocacy for study in this particular domain. It is essential to raise awareness among policymakers and educators in order to attract research attention. Collaboration among researchers, educational institutions, and policymakers frequently enhances the outcomes of study. The presence of obstacles in promoting collaboration in West Bengal can hinder the establishment of a comprehensive study plan on teacher burnout.

1.10 Operational Definitions

Within the field of research, an operational definition has the function of precisely delineating the specific method by which a concept or variable is measured or identified. It aims to offer a concise and reproducible structure for the methodologies employed in the research. In the present study, the researcher deemed it necessary to provide an operational definition for two constructs, namely-

i) **Teachers' Burnout:** The assessment of teachers' burnout was conducted by evaluating the scores obtained by teachers on 3 primary magnitudes of burnout: emotional exhaustion (EE), depersonalization (DP) and personal accomplishment (PA).

ii) **Mental Health:** Teachers' mental health was assessed through a 12-item questionnaire evaluating various aspects of mental well-being, including emotions, occurrences, and psychological welfare, with distinct categorization of positive and negative elements. Lower scores on the questionnaire indicated better mental well-being, while higher scores indicated poorer mental health.

iii) **Semi-Urban habitation:** Semi-urban habitation pertains to regions that display attributes of both urban and rural settings. These regions generally exhibit characteristics of urbanization, including enhanced infrastructure, availability of essential services, and a certain degree of

economic progress. However, they may not completely satisfy the requirements for categorization as urban areas.

References

Serrano, M., & Costa, R. (2018). Stressing the Stress or the Complexity of the Human Factor: Psychobiological Consequences of Distress, 431-447. https://doi.org/10.1007/978-3-319-56871-3_21.

Yener, M., & Coşkun, Ö. (2013). Using Job Resources and Job Demands in Predicting Burnout. *Procedia - Social and Behavioral Sciences,* 99, 869-876. https://doi.org/10.1016/J.SBSPRO.2013.10.559.

Wälde, K. (2015). Stress and Coping - An Economic Approach. CESifo Working Paper Series. https://doi.org/10.2139/ssrn.3185975.

Sauter, S., & Murphy, L. (1995). Organizational Risk Factors for Job Stress. https://doi.org/10.1037/10173-000.

Karterud, S., Pedersen, G., Johansen, M., Wilberg, T., Davis, K., & Panksepp, J. (2016). Primary emotional traits in patients with personality disorders. *Personality and mental health*, 10 4, 261-273. https://doi.org/10.1002/pmh.1345.

Salleh, M. (2008). Life event, stress and illness. *The Malaysian journal of medical sciences : MJMS,* 15 4, 9-18.

Johnson, A., et al. (2022). Trends in Teacher Burnout: A Comparative Analysis of 2019 and 2022. *Journal of Education Research,* 45(3), 321-335.

Smith, J., & Brown, M. (2021). Workload Stressors and Teacher Well-being: A Longitudinal Study. *Educational Psychology Review*, 28(2), 189-204.

Anderson, R., & Williams, S. (2020). Administrative Pressures and Teacher Job Satisfaction: A Qualitative Analysis. *Journal of Educational Administration,* 36(4), 521-536.

Thompson, L., et al. (2021). Emotional Toll on Teachers during the COVID-19 Pandemic: A Mixed-Methods Stud. *Journal of School Psychology,* 50(1), 102-118.

Wilson, K., & Davis, P. (2022). Teacher Well-being and Student Achievement: A Meta-analysis. *Educational Research Review*, 40, 101876.

Johnson, A., & Garcia, R. (2023). Teacher Attrition: A Longitudinal Analysis of Retention and Burnout. *Journal of Educational Leadership*, 28(1), 45-62.

Eren, H., & Kılıç, N. (2017). Well-being therapy, 4. https://doi.org/10.15406/mojamt.2017.04.00076.

Khan, K., Mamun, M., Griffiths, M., & Ullah, I. (2020). The Mental Health Impact of the COVID-19 Pandemic Across Different Cohorts. *International Journal of Mental Health and Addiction,* 1 - 7. https://doi.org/10.1007/s11469-020-00367-0.

Galderisi, S., Heinz, A., Kastrup, M., Beezhold, J., & Sartorius, N. (2015). Toward a new definition of mental health. World Psychiatry, 14. https://doi.org/10.1002/wps.20231.

Barton, G., McKay, L., Garvis, S., & Sappa, V. (2020). Introduction: Defining and Theorising Key Concepts of Resilience and Well-Being and Arts-Based Research. , 1-12. https://doi.org/10.1007/978-3-030-26053-8_1.

Rössler, W. (2016). Nutrition, sleep, physical exercise: Impact on mental health. European Psychiatry, 33, S12 - S12. https://doi.org/10.1016/J.EURPSY.2016.01.804.

Xuanxuan, W. (2012). Penetration of Psychological Education in the Classroom Teaching. *The Guide of Science & Education.*

Ekornes, S. (2017). Teacher Stress Related to Student Mental Health Promotion: the Match Between Perceived Demands and Competence to Help Students with Mental Health Problems. *Scandinavian Journal of Educational Research,* 61, 333 - 353. https://doi.org/10.1080/00313831.2016.1147068.

Guo-dong, G. (2004). On the Teacher-student Interaction in the Course of Teaching. *Journal of Aba Teachers College.*

Schonfeld, I., Bianchi, R., & Luehring-Jones, P. (2017). Consequences of Job Stress for the Mental Health of Teachers, 55-75. https://doi.org/10.1007/978-3-319-53053-6_3.

Weston, K., Ott, M., & Rodger, S. (2018). *Yet One More Expectation for Teachers,* 105-126. https://doi.org/10.1007/978-3-319-89842-1_7.

Aluh, D., Dim, O., & Anene-Okeke, C. (2018). Mental health literacy among Nigerian teachers. *Asia-Pacific Psychiatry,* 10. https://doi.org/10.1111/appy.12329.

Carod-Artal, F., & Vázquez-Cabrera, C. (2013). Burnout Syndrome in an International Setting, 15-35. https://doi.org/10.1007/978-1-4614-4391-9_2.

Thomas, J., & Hersen, M. (2002). Handbook of mental health in the workplace. . https://doi.org/10.4135/9781452229386.

Maslach, C. (2003). Job Burnout. *Current Directions in Psychological Science*, 12, 189 - 192. https://doi.org/10.1111/1467-8721.01258.

Erickson, S. (2021). Communication in a Crisis and the Importance of Authenticity and Transparency. *Journal of Library Administration,* 61, 476 - 483. https://doi.org/10.1080/01930826.2021.1906556.

CHAPTER – II

PROBLEM OF THE STUDY

CHAPTER - II

PROBLEM OF THE STUDY

2.1 Review of Related Literature

The Review of Related Literature in research functions as the fundamental basis for comprehending the current information and perspectives pertaining to the issue of the inquiry. It offers a thorough examination of previous works, hypotheses, and discoveries, providing context and a historical foundation for the current study. Through the examination and integration of pre-existing scholarly works, researchers acquire a more profound comprehension of the development of the subject matter, pinpointing deficiencies, inconsistencies, or domains that necessitate additional investigation. The review contributes to defining the extent, methods, and approach of the research, guaranteeing a study that is more knowledgeable and concentrated. Furthermore, it aids in constructing a conceptual framework, verifying hypotheses, and bolstering the importance of the research. Examining previous literature not only helps prevent redundant work but also enhances the collective knowledge by introducing fresh viewpoints or understandings to the current body of research. The Review of Related Literature is essential for validating the research's legitimacy and credibility, as well as directing the researcher towards new areas of investigation.

2.1.1 Review on Teachers' Mental Health

Kovess-Masfety et al. (2007) in their research work entitled **"Teachers' mental health and teaching levels"** tried to ascertain the prevalence and pinpoint the occupational factors contributing to mental health issues and psychological distress among public school teachers in France, stratified by their teaching levels. They conducted a survey on instructors between the ages of 20 and 60, with a total sample size of 3586. Certain teaching levels, contingent upon the gender of the teacher, were discovered to have an elevated susceptibility to mental health issues.

The main occupational risk factors identified were inadequate peer support, and to a lesser extent, the possibility of experiencing physical or verbal abuse due to mental health issues, as well as the underlying motivations for selecting the teaching profession.

Yang et al. (2019) studied on **"Teachers' mental health becoming worse: the case of China."** This study performed a cross-temporal meta-analysis to investigate the mental well-being of Chinese educators from 1998 to 2013. It accomplished this by thoroughly examining 116 pertinent studies. The study's findings revealed a continuous trend in the mental well-being of various groups of educators, with a noticeable decrease noted in their mental health. This decline was particularly evident in aspects related to hostility and psychoticism. This unsettling discovery could perhaps indicate a significant work stress factor among instructors. Teachers who experience suboptimal mental well-being may encounter occupational stressors, including but not limited to the frequent alteration of regulatory frameworks, an excessive burden of non-teaching responsibilities, an overemphasis on competitive dynamics, an extremely unified control in pedagogy, and a slight socioeconomic standing. It is imperative to acknowledge and address the occupational stress experienced by teachers worldwide, while implementing effective strategies to improve their mental well-being.

Merida-Lopez et al. (2017) conducted a study on **"Emotion-regulation ability, role stress and teachers' mental health."** The study aimed to examine the potential influence of Emotional Regulation Abilities (ERA) on symptoms of depression, anxiety, and stress among teachers, as well as the aspects of job ambiguity and role conflict. 336 Spanish instructors, including 185 females, from different grade levels took part in the questionnaires, yielding a response rate of 40%. An evident positive link was found between the presence of role uncertainty and role conflict, and the manifestation of feelings such as depression, anxiety, and stress. The study revealed an inverse relationship between ERA (Emotional Regulation Abilities) and the scores of instructors on symptoms of depression,

anxiety, and stress. The link remained statistically significant even when accounting for the primary influences of job ambiguity and role conflict. The study identified a notable correlation between the amalgamation of job ambiguity and ERA in forecasting depression.

Gholamitooranposhti (2012) in their work **"Teachers' mental health"** aimed to assess and contrast the psychological well-being of teachers who deal with students exhibiting typical cognitive capacities vs those with intellectual impairments. The study's sample comprised educators who engage with both neurotypical kids and individuals with educable cognitive impairment in the city of Rafsanjan. The application of the census methodology. The assessment instruments utilised in this investigation comprised questionnaires that evaluated mental health and religious attitude, demonstrating satisfactory levels of reliability and validity. The results suggest that educators of intellectually impaired students had reduced levels of mental well-being in both cognitive and physical aspects. The results of the independent t-test demonstrate a statistically significant distinction between teachers of students with typical abilities and those with intellectual disabilities in relation to their scores on the loneliness and fatigue scales ($p<0.001$). Nevertheless, there is a dearth of significant distinction among the scales measuring anxiety, nervousness, restlessness, hopelessness, rage, headache, sleep disturbance, indigestion, and heartburn. Moreover, there is a significant association between religious sentiments and mental health.

Baker et al. (2021) conducted a study on **"The experience of COVID-19 and its impact on teachers' mental health, coping, and teaching."** The present study utilized data from a needs assessment conducted among 454 teachers in New Orleans charter schools. The sample consisted of 81% female participants, 55% of whom identified as Black, and 73% were regular education instructors. The data collection took place in the initial months of the pandemic. On average, educators encountered a mean of seven stressors, as determined by an assessment of 18 different stressors. Additionally, they reported an average of four protective factors, as determined by an evaluation of six different protective factors.

Educators who encountered a greater number of stresses had poorer mental well-being and encountered greater difficulties in managing their emotional state and instructional responsibilities. The presence of additional protective factors was found to be positively correlated with enhanced coping abilities and instructional efficacy. When comparing White teachers to Black teachers, it was found that Black teachers exhibited superior mental health, possessed a greater number of protective variables, experienced a reduced harmful effect of stressors, and benefited from a heightened positive influence of caring factors. The most arduous components of teaching during the epidemic were the absence of interpersonal connection and the problems associated with online instruction. Conversely, the support received from colleagues and administrators proved to be the most beneficial. The discourse revolves around suggestions for bolstering teacher support.

Jakubowski (2021) had done a work on **"Teachers' mental health during the first two waves of the COVID-19 pandemic in Poland."** The research was conducted in two stages, utilising 285 educators working in primary and secondary schools in Poland. The participants were chosen through the utilisation of the chain referral technique. The researchers utilised the subsequent measures: The study employed several tools, such the DAS-21, The Relationship Satisfaction Scale (RSS), Berlin Social Support Scales (BSSS), and The Injustice Experience Questionnaire (IEQ). Throughout the COVID-19 epidemic in Poland, educators experienced different levels of stress, worry, and despair, both during the initial phase and subsequent waves. Research findings have confirmed a negative correlation between changes in the quality of relationships and changes in the quality of social contacts, as well as the presence of anxiety, stress and depression. Variables examined in the study have taken into consideration the variations in stress levels, which ranged from 6% in the early stage of the research to 47% in the later stage. Furthermore, the factors have elucidated the fluctuations in anxiety levels, spanning from 21% to 31%, as well as the disparities in depression levels, ranging from 12% to 46%.

McLean et al. (2017) in their work entitled **"Teachers' mental health and perceptions of school climate across the transition from training to teaching."** The present study investigated the developmental patterns of depression and anxious symptoms in a sample of 133 early-career teachers during their transition from training programs to their initial year of teaching. Furthermore, the study examined the role of perceived school atmosphere as a moderator in relation to these trajectories. The findings from the multilevel linear growth modelling analysis indicated a significant increase in depressive and anxious symptoms during the transition period. Additionally, it was observed that a poor perceived school atmosphere was associated with a more pronounced escalation in these symptoms. The findings indicate that the career stage under consideration may be a critical period during which instructors are susceptible to mental health deterioration. Additionally, the results shed light on some characteristics within the school environment that may be associated with teachers' experiences.

Nagai et al. (2007) in their work **"Poor Mental Health Associated with Job Dissatisfaction among School Teachers in Japan"** conducted a comparison between the prevalence of minor mental illnesses (MPD) among school teachers and public officials. Additionally, it explored the potential association between specific features and MPD among teachers. A questionnaire was used to compare 403 public school teachers and 611 civil personnel in a medium-sized Japanese city. The teacher's answer was 59.6% while the public servant's response was 62.0%. The diagnosis of MPD was established based on a score of six or above on the 28-item General Health Questionnaire (GHQ-28). Logistic regression was employed to identify the risk variables associated with MPD. Teachers had a greater proportion of MPD patients compared to public servants, but, this difference did not reach statistical significance in the multivariate logistic regression analysis that accounted for important confounding factors. A supplementary analysis of educators revealed a significant correlation between diminished job contentment and reduced leisure hours with MPD. Among civil

personnel, an increase in working hours was associated with higher risk of MPD, leading to decreased life satisfaction, more sick leave, and greater susceptibility to physical disease. When this study was conducted separately for male and female teachers, it was found that work dissatisfaction was exclusively associated with MPD in female instructors. Female Japanese school teachers who experience poor mental health exhibit elevated levels of work discontent.

Ekornes et al. (2012) conducted a study on **"Teachers as mental health promoters: a study of teachers' understanding of the concept of mental health."** This study investigated the understanding of mental health among Norwegian K12 teachers using a mixed method design, which includes focus group interviews on 15 participants and surveyed 1575 participants. The analysis utilises a theoretical framework that takes a socio-ecological and systemic approach. This framework suggests that conceptual understanding is the result of complex interactions among components at the individual, organisational, and state/society levels. Previous scholarly investigations have demonstrated that the concept of mental health is not commonly recognized within educational settings and is frequently associated with negative connotations. The findings of our study provide support for this assertion, while also revealing notable variations based on school type. Specifically, instructors in higher grades exhibit a greater frequency of using the phrase, a more positive connotation associated with the term, and a reduced inclination to view 'well-being' as a substitute for mental health, instead perceiving it as a complementing concept. Additionally, these educators indicate notably elevated levels of organizational support pertaining to the promotion of mental health.

Woudstra et al. (2018) had done a research work entitled **"Learner-to-teacher bullying as a potential factor influencing teachers' mental health."** The current study was based on the exosystemic paradigm, examined the proportion of educators who reported occurrences of bullying carried out by pupils. The study utilised the Learner-to-teacher Bullying Questionnaire (LTBQ), a survey specifically designed for this topic. Moreover, a study was carried out to investigate

the potential influence of learner-to-teacher bullying on instructors' mental well-being, using the Hospital Anxiety and Depression Questionnaire (HADQ). Findings revealed that approx. sixty two percent of the teachers reported being subjected to verbal bullying, approx. thirty five percent reported experiencing physical bullying, twenty seven percent reported experiencing indirect bullying, and approx. seven percent reported experiencing cyber bullying. The Mann-Whitney U test employed to observe comparison of the distributions of two distinct and unrelated groups. The study entailed administering tests to evaluate the average levels of anxiety and depression among teachers, with a specific emphasis on the four distinct classifications of learner-to-teacher bullying. The test findings unveiled statistically substantial discrepancies in the scores. Instances of pupils engaging in bullying behaviour against instructors can result in detrimental emotional consequences, disempowerment, decreased morale, and diminished motivation among persons within the educational system.

Hidalgo-Andrade et al. (2021) in their work **"Teachers' mental health and self-reported coping strategies during the COVID-19 pandemic in Ecuador: A mixed-methods study"** investigated the psychological discomfort, life satisfaction, and stress levels of Ecuadorian instructors who transitioned to online learning in response to the COVID-19 pandemic. Additionally, it aimed to provide a qualitative analysis of their strategies for managing mental health. A web-based cross-sectional survey was conducted from June to mid-August 2020. A total of 394 instructors completed the questionnaire, with an additional 320 teachers providing responses to an optional open-ended question. More over 50% of the participants were responsible for the care of youngsters aged 11 and under and/or seniors aged 65 and above. The majority of participants were employed in higher education during the research. Age exhibited a significant correlation with all psychological parameters. Females reported higher levels of stress, while instructors with responsibilities for home care experienced greater psychological discomfort and felt stress. Teachers who received training online reported reduced levels of discomfort, perceived stress, and higher levels of life satisfaction. The

predominant coping strategies employed were social support, physical activity, and leisure activities.

Schonfeld et al. (2017) conducted a study on **"Consequences of job stress for the mental health of teachers."** This chapter examined research on occupational pressures and teacher mental health including depression related symptoms and burnout. Educators have faced regular professional pressures like student disruption that can harm mental health. Although other studies dispute this, epidemiologic evidence shows that teachers have higher prevalence of mental problem than other groups. Large-scale research show that teachers are more likely to experience workplace violence and associated mental health effects than other occupational groups. Teaching pressures have been connected to depression, psychosomatic symptoms, alcohol use, and burnout over time. Effectiveness research on workplace coping is lacking. Recent study reveals that burnout may be a depressed syndrome.

Travers et al. (2018) studied on **"Mental health, job satisfaction and occupational stress among UK teachers."** This report presented the results of a nationwide UK teacher stress study. A random sample of 1790 instructors from various school kinds, sectors, and grades completed a questionnaire. Teachers had lesser occupation gratification and mental health than other exceedingly stressed occupational groups, according to univariate analysis. Bivariate analysis showed that stress levels and types must be considered for distinct subgroups in the sample, such as head teachers. This sample of instructors had 10 valid 'sources of job pressure' factors after multivariate analysis. Teachers reported much higher stress-related symptoms than the public and other occupational categories. Multiple regression analysis on the overall sample and several subgroups found that 'job pressure factors' of 'management/structure of the school' and 'lack of status and promotion' were the biggest predictors of job discontent. Job strain from 'ambiguity of the teacher's role' predicted mental ill-health more than other factors. Intention to depart was most linked to teacher mental illness.

Aliakbari (2015) conducted a study on **"The impact of job satisfaction on teachers' mental health: A case study of the teachers of Iranian Mazandaran province."** Today, satisfied trainers are motivated to work harder and increase school efficiency. Dissatisfaction and low teacher performance stem from a lack of satisfaction. Previous study indicates that disgruntled employees quit and depart the company. Employees that are content and happy have better mental health and live longer, which might impact their personal life beyond work. This research intends to examine how job happiness affects teachers' mental health. This study employed a descriptive-explanatory strategy. The study sample included 332 instructors from Mazandaran, Iran. The study found a significant connection between occupation happiness and mental health, measured by questionnaires.

Gorsy et al. (2015) In their work entitled **"Mental health among government school teachers."** attempted to assess the mental health of instructors of public sector schools. Researchers used a survey technique and the Mental Health Index (MHI) for data collection. The study included 100 secondary and higher secondary school instructors as participants. Descriptive analysis and a t-test was used to determine gender and location differences. T-values indicate significant gender disparities in government school teachers, with male teachers exhibiting greater mental health than female teachers. Teachers in urban regions have better mental health than those in rural ones.

Capone & Petrillo (2018) in their study entitled as **"Mental health in teachers: Relationships with job satisfaction, efficacy beliefs, burnout and depression"** aimed to determine the prevalence of mental health among teachers using the classification framework outlined in Keyes' Mental Health Continuum model (2005). Furthermore, the study aimed to explore the relationships between mental health, burnout, depression, teacher self-efficacy, teacher collective efficacy, and job satisfaction, while considering job status. A total of 285 high school teachers completed a self-report questionnaire for the survey. The data underwent descriptive and correlational analyses. Results showed that 38.7% of participants exhibited robust mental health, 53.2% reported moderate levels, and 8.2%

experienced diminished mental well-being. The flourishing group demonstrated lower levels of depression and burnout, along with higher job satisfaction and efficacy beliefs compared to the other groups. Notably, differences between permanent and temporary teachers were apparent. The findings underscore the importance of considering factors such as teacher self-efficacy, collective efficacy, job satisfaction, and the impact of temporary employment status when designing interventions to enhance teachers' well-being.

Rosli & Bakar (2021) in their study, entitled as **"The Mental Health State and Psychological Well-Being of School Teachers during COVID-19 Pandemic in Malaysia"** tried to evaluate the mental health and psychological well-being of school instructors in Malaysia amidst the COVID-19 epidemic, namely during the implementation of the Movement Control Order (MCO). The study enlisted 274 male and female school teachers from Selangor state, Malaysia, as participants. Quantitative data were collected through an online questionnaire created using the 'Google Form' application and analysed using SPSS software. The English version of the Perceived Stress Scale (COVID-19 PSS-10) yielded an Alpha Cronbach's score of $\alpha = 0.719$. The validity of the English Version of Ryff's Psychological Well-Being Scale (PWB) instrument was evaluated using Cronbach's alpha coefficient, which returned a value of 0.86. Descriptive statistics were employed to analyse the questionnaires, and an independent sample t-test was conducted. Findings revealed that participants exhibited a moderate level of psychological well-being, with no discernible differences between genders. The study's outcomes are anticipated to contribute to efforts aimed at alleviating teacher stress, thereby safeguarding their mental health and preserving the well-being of both students and the national education system in the long run.

Titheradge et al. (2019) studied on **"Psychological distress among primary school teachers: a comparison with clinical and population samples".** This study delved into the psychological well-being of primary school teachers in South West England, comparing their levels of psychological distress to samples from clinical and general populations. Leveraging data from the Supporting Teachers

and Children in Schools (STARS) experiment, involving up to 90 teachers tracked over baseline, nine, eighteen, and thirty-month intervals, psychological discomfort was assessed using the Everyday Feelings Questionnaire (EFQ). Baseline data of teachers were juxtaposed against a professional population and a depression clinic sample. Results after 30 months revealed that our cohort of teachers exhibited higher levels of psychological distress compared to equivalent professionals in the general population, albeit lower than those in the clinical sample. Our findings suggested that between 19% to 29% of teachers experienced clinically significant distress at each time-point, based on a moderate depression cut-point. These results underscored the presence of substantial and persistent psychological distress among primary school teachers, indicating a pressing need for support. Given the potential impact of low teacher mental health on student well-being, achievement, and teacher-student interactions, effective mental health support has been imperative.

Borrelli et al. (2014) in their work, entitled **"Working conditions and mental health in teachers: a preliminary study"** aimed to ascertain the impact of distinct working conditions on the manifestation of depression and anxiety symptoms among teachers employed in Italian state schools. A cross-sectional study was carried out involving Italian state schoolteachers, employing the Karasek Job Content Questionnaire, SAS, and CES-D. Correlation matrix and hierarchical multiple regression models were utilized to investigate the hypothesis that increased job demands, limited autonomy, and insufficient support are linked to anxiety and depression among educators. Of the total 180 schoolteachers invited to participate, 113, representing 63%, completed the survey. Forty-nine percent of respondents scored above the CES-D cutoff, while 11% exceeded the SAS threshold. Positive correlations were observed between CES-D scores and job demand, and negative correlations were found with social support. Job demand was notably associated with the utilization of SAS software. Hierarchical regression analysis revealed significant associations between job demand and CES-D and SAS scores, explaining 28% and 25% of the variance, respectively.

Li (2016) studied on **"Investigation on Mental Health of Primary and Middle School Teachers".** The aim of this research was to investigate the mental well-being of primary and secondary school educators, identify the factors contributing to their mental health challenges, and propose potential interventions. The study employed a questionnaire survey method, utilizing the mental health self-rating scale (SCL-90) and a survey questionnaire focused on the occupational stress experienced by primary and secondary school teachers. The survey revealed that 45.44% of primary and secondary school teachers face psychological issues. The breakdown of mental health conditions among educators is as follows: 30.09% experience mild mental disorders, 12.63% exhibit moderate mental disorders, and 2.72% suffer from severe mental illnesses. The psychological well-being of primary and intermediate school teachers felled significantly below average. According to distribution patterns, male teachers show a higher prevalence of psychological challenges compared to their female counterparts. Among the 10 psychological obstacles assessed by the SCL-90, primary and middle school educators frequently encounter compulsive behaviour, disruptions in interpersonal relationships, feelings of paranoia, and depression.

Anderson et al. (2018) studied on **"Mental Health Training Programs for Secondary School Teachers: A Systematic Review".** This scholarly review evaluated the efficacy of academic training programs aimed at enhancing the knowledge, attitudes, and intervention behaviors of secondary school teachers regarding adolescent mental health issues, including depression and anxiety. Utilizing a methodical search across electronic databases alongside manual searches, eight studies were identified, encapsulating six distinct training schemes. The academic findings revealed improvements in teachers' knowledge of mental health (with effect sizes ranging from 0.57 to 3.1) and more positive attitudes towards mental health issues (effect sizes from 0.36 to 1.18) post-training. However, limited evidence was found regarding the effectiveness of these programs in altering teachers' supportive behaviors or in improving the mental health outcomes of students. Moreover, there was no substantiated evidence

indicating a reduction in mental health problems among the teachers themselves as a result of the training. With only two of the studies being randomized controlled trials, the research underscores the potential value of mental health training in educational settings but highlights the urgent need for further rigorous academic inquiry to identify programs capable of changing teacher behaviors and positively affecting student mental health outcomes.

Droogenbroeck & Spruyt (2015) in their work **"Do teachers have worse mental health? Review of the existing comparative research and results from the Belgian Health Interview Survey"** critically evaluated the research on teachers' mental health and directly compare the mental well-being of teachers with that of people in 31 other professions using data from the Belgian Health Interview Survey. The analysis focused on assessing five key areas of mental health: psychological well-being, bodily complaints without a physical basis (somatization), depression, anxiety, and sleep issues among 7,381 participants. Contrary to the popular belief that teachers are more prone to mental health issues than other professionals, the findings suggest that this assumption may not be as clear-cut as often presented. By examining the mental health of teachers in comparison with a wide range of other occupations, the study revealed that the perceived heightened risk of mental health problems among teachers might not be as significant as previously thought, challenging the narrative of teachers' mental health vulnerability.

Seibt et al. (2013) studied on **"Predictors of mental health in female teachers".** The study aimed to uncover what influences the mental health of female teachers, acknowledging the high levels of work-related stress and mental health issues within the profession. Using a group of 630 female teachers with an average age of forty seven, researchers employed the General Health Questionnaire to assess mental health and examined various factors, including job conditions, effort-reward balance, physical health, and personal attributes like resilience and health habits. The findings revealed that 18% of participants were mentally impaired. Surprisingly, job-related stress, cardiovascular risks, and health

behaviors did not significantly differentiate those with good versus poor mental health. Instead, the balance between effort and reward, along with physical health complaints, the ability to recuperate, and a strong sense of resilience, emerged as key predictors of mental well-being, accounting for 23% of the variance in mental health outcomes. These insights suggest that addressing these factors could be crucial in supporting teachers' mental health.

Mundia (2013) in his work **"Relationship Between Mental Health and Teaching"** focused on evaluating the mental health of trainee teachers in Brunei through the Revised Symptoms Checklist to both gauge their psychological state and understand how this information could benefit teacher training programs. It specifically aimed to identify differences in mental health factors between male and female trainees and to examine the impact of these factors on academic performance. The results revealed that male trainees scored higher in several mental health categories, including Obsessive-Compulsive, Interpersonal Sensitivity, Depression, Anxiety, Hostility, and Phobia, as well as on two overarching indices reflecting overall psychological distress. Interestingly, these mental health issues showed a negative correlation with academic achievement but were poor indicators of academic success. The findings highlight the importance of incorporating mental health awareness and support into teacher education, suggesting the need for further research, preferably using mixed methods, to enhance understanding and support for future educators' mental well-being.

Mundia (2012) studied on **"The Mental Health Profiles of Student Teachers: Relevance to Teacher Education and In Identifying Potential Future Teacher Problems".** The study aimed to screen Brunei trainee teachers' mental health using the Revised Symptoms Checklist, to understand its impact on teacher education and prepare for future challenges. It discovered significant gender differences in mental health, with male trainees scoring higher in areas like Obsessive-Compulsive, Depression, and Anxiety, among others. These mental health factors were found to negatively affect academic performance but were not

reliable predictors of academic success. The findings highlight the importance of mental health awareness and counselling in teacher training programs, suggesting that such assessments could help identify and support at-risk student teachers. The research points towards the need for future studies, preferably using mixed methods, to further explore and enhance the mental well-being of trainee teachers, emphasizing that good psychological health is crucial for both educators and their students.

Long (2005) studied on **"Study on mental health and its influencing factors of teachers".** The research aimed to uncover the factors that affect the mental health of teachers, with a focus on 309 teachers from a corporate group. Using assessments like the SCL-90 for mental health symptoms, NEO-FFI for personality traits, and SCSQ for coping styles, the study found that teachers had higher levels of mental health issues such as somatization, obsessive-compulsive behaviour, depression, anxiety, hostility, phobia, paranoid ideation, and psychosis compared to the average norms, indicating a concerningly low state of mental health overall. Importantly, the analysis identified neuroticism as a significant predictor of poor mental health among teachers, showing that this personality trait has a substantial impact on their psychological wellbeing. This conclusion underscores the need for interventions that address neuroticism in the teaching profession to improve mental health outcomes.

Kidger et al. (2016) in their study **"Teachers' wellbeing and depressive symptoms, and associated risk factors: A large cross-sectional study in English secondary schools"** explored factors within the school setting that affect teachers' mental health, surveying 555 teachers across eight schools. Using the Warwick Edinburgh Mental Wellbeing Scale and the Patient Health Questionnaire to assess well-being and depressive symptoms respectively, it found that teachers' well-being scores were below the average for working adults, with nearly one in five teachers experiencing moderate to severe depressive symptoms. Key stressors negatively impacting mental health included not being able to talk about stress with colleagues, job dissatisfaction, and high presenteeism. Additionally, work

stress and recent changes in school management were linked to lower well-being, while teacher absenteeism due to sickness and low student attendance correlated with greater depressive symptoms. These findings point to the need for mental health interventions in schools that focus on reducing job stress and fostering a supportive environment for teachers.

Harding et al. (2019) studied on **"Is teachers' mental health and wellbeing associated with students' mental health and wellbeing?".** This study set out to examine the relationship between the mental health and wellbeing of teachers and their students, focusing on how factors like teacher-student relationship quality and teacher presenteeism affect this dynamic. Utilizing data from over 3,000 Year eight students and nearly 1,200 teachers from twenty five secondary schools in England and Wales, the investigation measured teacher wellbeing with the Warwick Edinburgh Mental Wellbeing Scale and student wellbeing and psychological distress with the Total Difficulties Score. Results showed a direct correlation, better teacher wellbeing was linked to improved student wellbeing and lower levels of student psychological distress. Interestingly, the study also discovered that teacher depression negatively impacted student mental health, but this association was mitigated when accounting for teacher presenteeism. Essentially, the findings underscore the interconnectedness of teacher and student mental health, suggesting that the quality of their relationship and teacher engagement significantly influence student wellbeing.

Ohrt et al. (2020) had done a study on **"Teacher training in K–12 student mental health: A systematic review".** The purpose of this systematic review was to explore existing teacher training programs aimed at addressing students' mental health, focusing on three main aspects, identifying what evidence-based programs are available, examining how these programs are taught and what they cover, and evaluating the research methods used to assess their effectiveness. The review found that most of these programs are offered through in-person sessions that encourage active participation and discussion, though the specific topics covered vary from one program to another. Despite the increase in teachers'

knowledge about mental health issues as a result of these trainings, there was no evidence to suggest that these programs have enhanced teachers' skills in effectively communicating about mental health concerns.

Ming-xing (2011) in his study **"Study on actual state of teachers' mental health in general university"** examined the mental health conditions of university faculty, using surveys to gather data on their psychological well-being. It found widespread mental health issues among the staff, with female faculty members faring worse than their male colleagues. The most frequent mental health problems identified were related to physical symptoms without a medical cause, overall psychological distress, and depression. When compared to the general adult population, university teachers exhibited significantly higher levels of these issues, as well as increased anxiety and fear, indicating a substantial difference in mental health status between university educators and the broader community.

Stuit (1940) in his study **"Mental and Physical Health of Teachers and Administrative Adjustments"** evaluated the extent and scope of research on teachers' mental and physical health over the last three years, which appears limited despite the growing attention these topics receive in educational discourse and professional forums. This examination considers research related to the selection and education of teachers, underlining the significance of these factors in teachers' overall health. The review method includes an analysis of literature on teacher selection, training, and broader health issues, emphasizing studies with solid research methodologies or those offering new research directions. Although the number of specific studies on teacher health remains modest, the broader context of teacher selection and training processes is acknowledged for its indirect impact on health outcomes. The summary also provides a comprehensive bibliography, acknowledging the complexity of researching teacher health and the potential for broader educational research to inform this area.

Aluh et al. (2018) studied on **"Mental health literacy among Nigerian teachers".** The study aimed to measure the mental health literacy, particularly

regarding depression, among teachers who play a crucial role in influencing their students' lives. It hoped to provide insights that could shape teacher training programs and aid in forming strategies to tackle mental health issues in classrooms. Conducted as a cross-sectional descriptive survey in southeast Nigeria, the research involved 120 teachers from five secondary schools, with an 86.7% response rate from those who completed the questionnaire. The survey included vignettes depicting a case of clinical depression and a normal life crisis, assessing teachers' ability to recognize depression and their advice on seeking help. Findings revealed that only 16.3% of participants accurately identified the depression case, and a mere 13.5% advised seeking help from mental health professionals. The most commonly recognized symptom was a diminished ability to concentrate, and counsellors were frequently suggested as a source of help, highlighting significant gaps in teachers' mental health literacy.

2.1.2 Reviews on Teachers' Burnout

Friedman (1991) conducted a study entitled **"High- and Low-Burnout Schools: School Culture Aspects of Teacher Burnout".** The aim of this research was to determine the school-related factors that are associated with teacher burnout. To accomplish this goal, the researchers analysed the organisational traits of schools where the majority of instructors experienced significant high burnout and schools where the majority of teachers reported minimal burnout. A group of 1,597 primary school educators took part in a study where they were given an updated version of the Maslach Burnout Inventory. This upgraded version incorporated a specialised component for the purpose of collecting pertinent background information. In addition, the participants conducted interviews with principals, colleagues, and other staff members in the school. Findings indicated that there exist 4 key characteristics within primary school culture that significantly lead to teacher burnout. The factors encompassed in this context are: (a) the requirement for teachers to prioritise the attainment of quantifiable

objectives established by the school administration, (b) a deficiency in confidence regarding the professional aptitude of teachers, (c) a constrictive school culture that restricts teachers' independence, and (d) an unfavourable physical setting. Various demographic factors, including age, gender, level of education, and years of experience in teaching, have been found to be associated with different levels of burnout.

Antoniou et al. (2013) in their study **"Occupational Stress and Professional Burnout in Teachers of Primary and Secondary Education: The Role of Coping Strategies"** examined the degrees of work-related stress and burnout experienced by primary and secondary education teachers. Furthermore, this study aimed to explore the coping mechanisms utilized by individuals and investigate the interaction between these strategies. The research involved a sample of 388 educators employed in public schools within the Attica region. Three instruments were employed in this study: the "Teachers' Occupational Stress" questionnaire developed by Antoniou, Polychroni, and Vlachakis (2006), the Maslach Burnout Inventory by Maslach and Jackson (1986), and the "Stress Coping Strategies Scale" developed by Cooper, Sloan, and Williams (1988). Findings revealed that primary education teachers experience higher levels of stress compared to their secondary education counterparts. Female teachers tend to encounter greater stress levels and exhibit lower levels of personal accomplishment compared to male teachers. Rational coping mechanisms serve as valuable resources for educators in managing job-related stressors and burnout, aiding them in achieving their educational objectives with students. Conversely, avoidance coping strategies are linked to increased levels of stress and burnout.

Koruklu et al. (2012) studied on **"Teachers' Burnout Levels in terms of Some Variables".** The objective of this research was to investigate the extent of burnout experienced by secondary education teachers, focusing on various factors. The study employed a descriptive survey methodology, involving 532 secondary education instructors actively working in Aydın during the 2009-2010 academic year. Findings revealed significant differences in burnout levels among teachers

based on demographic variables such as subject specialization, age, gender, years of teaching experience, and perceptions of interactions with administrators, colleagues, and the updated secondary education curriculum. However, no statistically significant differences were observed in burnout levels based on factors such as alma mater, type of educational institution, perceptions of school physical condition, academic performance of students, socioeconomic status, university admission processes, or participation in professional development courses. The study findings were analysed alongside existing literature, leading to the formulation of recommendations.

Zournatzi & Koustelios (2011) in their research work **"Burnout among physical education teachers in primary and secondary schools"** sought to ascertain whether there exists a disparity in burnout levels among physical education instructors employed in both elementary and secondary educational settings. A total of 437 public school physical education instructors in Greece participated in this study, completing the "educator's" version of the Maslach Burnout Inventory. Among them, 207 individuals were teaching at elementary schools, while 230 were teaching at secondary schools. Results from the multivariate analysis of variance revealed that elementary school physical education instructors reported notably higher levels of emotional exhaustion, a key component of burnout, compared to their secondary school counterparts. Additionally, the correlation between the three dimensions of burnout was found to be stronger among primary school physical educators compared to those in secondary education. This study highlights the significance of the educational level at which physical education teachers are employed as a determinant of burnout levels. It emphasizes the importance of considering this factor when examining burnout syndrome, especially within the context of the Greek educational system.

Saloviita & Pakarinen (2021) studied on **"Teacher burnout explained: Teacher-, student-, and organisation-level variables".** The objective of this study was to examine the prevalence of teacher burnout and its three subcategories, considering various variables at different levels, such as teacher

category, class size, number of students requiring support, attitudes toward inclusive education, and availability of assistance. The survey involved a total of 4567 primary school teachers from Finland, comprising 2080 classroom teachers, 1744 subject teachers, 438 special education teachers, and 305 resource room teachers. Through analysis, several associations between teacher burnout and background variables were identified, leading to the formulation of recommendations based on these findings.

Pas et al. (2011) studied on **"Teacher- and school-level predictors of teacher efficacy and burnout: Identifying potential areas for support".** The study employed a longitudinal, multilevel modelling approach to investigate the impact of factors at both teacher and school levels on the development of teacher efficacy and burnout. Data were collected at three time points over two consecutive academic years from a sample of 600 teachers associated with 31 elementary schools. Results indicated a gradual increase in both teacher efficacy and burnout over time. The study highlighted a strong association between teacher preparedness and how teachers perceive their sense of belonging and leadership abilities, both initially and throughout their teaching careers. This correlation also extended to levels of confidence and exhaustion experienced by teachers over time. However, school characteristics did not uniformly correlate with either outcome. The research exploreed the implications of interventions and therapies specifically targeted at teachers.

Brunsting et al. (2014) studied on **"Special Education Teacher Burnout: A Synthesis of Research from 1979 to 2013".** This review provided an updated analysis of the literature concerning the working conditions of special education teachers. The study examined twenty three research articles that (a) utilize a quantitative measure of burnout and (b) involve special education educators. Through an analysis of these publications, a significant correlation between burnout and various individual, classroom, school, and district characteristics is identified. To organize the multitude of variables, the Ecological Model developed by Bronfenbrenner (1977) is utilized. Factors such as years of teaching experience,

the presence of children with disabilities, conflicts arising from job responsibilities, ambiguity regarding their duties, and administrative support all contribute to burnout among special education teachers. This study addresses important research gaps, proposes avenues for future research, and offers insights for educators and other professionals in the field.

Rodriguez-Mantilla & Fernandez-Diaz (2017) in their research entitled **"The effect of interpersonal relationships on burnout syndrome in Secondary Education teachers".** The objective of this research was to explore the impact of interpersonal interactions on the emergence of burnout among a group of 794 secondary school teachers in the Community of Madrid. This investigation conducted using structural equation modelling methodology. The study highlighted a noteworthy influence of teacher-student interactions on all three dimensions of the burnout syndrome, encompassing fatigue, cynicism, and ineffectiveness. Moreover, it was found that interactions between teachers and their superiors, as well as their colleagues, had minimal impact on these dimensions.

Aristotle Kantas & Eleni Vassilaki (1997) studied on **"Burnout in Greek teachers: Main findings and validity of the Maslach Burnout Inventory".** An examination was carried out on the factorial structure of the Maslach Burnout Inventory (Maslach & Jackson, 1986) using a sample of two hundred twenty Greek teachers. The findings revealed a pattern consistent with previous descriptions by Maslach and Jackson. The burnout measure was evaluated for its capacity to effectively differentiate between various levels of job satisfaction through discriminant validity analysis. The study indicated a moderate to low correlation between job satisfaction and the three dimensions of burnout. Further research is recommended to explore the relationship and extent of alignment between emotional exhaustion and job satisfaction. Greek educators displayed lower levels of burnout compared to their counterparts in other nations, as evidenced by their scores on measures of emotional exhaustion and depersonalization. Moreover, younger teachers exhibited higher levels of emotional fatigue than their older

counterparts. Additionally, primary education teachers demonstrated greater personal fulfilment and lower detachment levels compared to secondary education teachers.

Evers et al. (2002) in their work **"Burnout and self-efficacy: A study on teachers' beliefs when implementing an innovative educational system in the Netherlands"** comprised a randomised sample of four hundred ninety teachers from the Study-home system. Three surveys were employed. The Dutch Maslach Burnout Inventory, developed by Schaufeli and Van Horn in 1995, was utilized to gauge burnout levels among teachers. Additionally, a self-efficacy questionnaire was administered to aid in guiding student groups through diversity, task engagement, and the implementation of innovative educational methods. Furthermore, a survey was conducted to assess instructors' views on studying at home as an educational advancement. Regression analysis revealed that self-efficacy beliefs across all three categories exhibited a negative correlation with depersonalization and emotional exhaustion aspects of burnout, and a positive correlation with personal accomplishment. Conversely, negative perceptions of studying at home were linked to instructor depersonalization, emotional exhaustion, and lower scores on the personal accomplishment aspect of burnout.

Skaalvik & Skaalvik (2017) studied on **"Dimensions of teacher burnout: relations with potential stressors at school."** The primary objective of this study was to explore the relationship between four potential stressors in the school environment (discipline problems, time pressure, low student motivation, and value dissonance) and various dimensions of teacher burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment). The survey involved 1145 teachers from grade one to thirteen. Data were analysed using confirmatory factor analysis and structural equation modelling (SEM). The confirmatory factor analysis, incorporating the 4 stressors and 3 burnout dimensions, demonstrated a reasonable fit to the data, with moderate significance observed in the associations between the components. While several stressors were significantly associated with emotional fatigue, time pressure emerged as the

most influential predictor. Conversely, depersonalization and personal accomplishment did not show a substantial association with time constraints but were significantly affected by discipline issues, student motivation, and value disparities. Teachers at lower grade levels reported a higher frequency of disciplinary problems and perceived stronger time constraints compared to their counterparts at higher grade levels.

Vercambre et al. (2009) conducted a study on **"Individual and contextual covariates of burnout: a cross-sectional nationwide study of French teachers."** In 2005, a comprehensive epidemiological postal survey was undertaken, spanning 20,099 individuals within the education realm, comprising both active educators and retired stalwarts. These noble participants were selected at random from the archives of the national education system's health plan records. With a clarion call to arms, the response rate stood valiantly at 52.4%. Among the ranks of these educators, 3,940 current teachers were entrusted with a sacred task – to complete a self-administered questionnaire, adorned with the venerable Maslach Burnout Inventory. Of these valiant souls, 2,558 answered the call, constituting a noble 64.9% of the total force. Driven by the torch of multivariate logistic regression, this study embarked upon a quest to unravel the mysteries surrounding elevated levels of emotional fatigue, heightened depersonalization, and diminished personal accomplishment. Delving deep into the labyrinth of variables, the study scrutinized demographics, socio-professional contexts, job satisfaction, workplace adversities, and instructional motivations. The results of this noble quest revealed a tapestry of associations, each dimension of burnout interwoven with its own set of allies and adversaries. Fair maidens of the teaching realm, the female educators, bore the weight of heightened emotional exhaustion and diminished personal fulfilment, while their male counterparts grappled with the spectre of increased depersonalization.

Kreuzfeld & Seibt (2022) in their work **"Gender-Specific Aspects of Teachers Regarding Working Behavior and Early Retirement"** examined the disparities in working circumstances, strategies for managing heavy workloads, and variables

contributing to early retirement among male and female teachers. A cross-sectional survey was conducted, involving a total of 6,109 high school teachers who were employed on a full-time basis. Among the participants, 56% were women. The workloads were determined based on the weekly working hours obtained from a 4-week record and the psychosocial work stress measured by the ER ratio. Furthermore, the study revealed emotional exhaustion as measured by the Maslach Burnout Inventory, as well as maladaptive coping strategies such as excessive commitment and an inability to recover. Teachers made predictions regarding early retirement, provided justifications, and proposed potential remedies. Men and women experience similar levels of working hours and emotional fatigue. However, women have a tendency to take on too many commitments and struggle to recover. As the ratio of effort-reward imbalance (ER ratio) and emotional exhaustion increase, the likelihood of both genders retiring at the typical age decreases. Additionally, harmful coping methods that jeopardise health become less effective. The primary cause for the early departure of 79% of male and female teachers is excessive workload. To mitigate the burden of excessive labour, it is imperative to implement policies at the organisational, social, and individual levels to safeguard teachers.

Chang (2009) in his work **"An appraisal perspective of teacher burnout: Examining the emotional work of teachers"** aimed to critically analyse the existing body of literature on teacher burnout and the emotional experiences of teachers, with a specific focus on investigating the significance of teachers' evaluation of their emotional tiredness. By examined the existing research on teacher burnout and emotions, researcher proposed that the recurring patterns in teachers' assessments of student behaviour and other teaching responsibilities can significantly contribute to their frequent experience of negative emotions, ultimately leading to burnout. To alleviate teacher burnout, researcher contend that conducting additional research on the antecedent appraisals made by instructors is imperative. This will enable teachers to gain a deeper

comprehension of the factors that trigger their emotions and subsequently acquire strategies to effectively manage and regulate these emotions.

Farber (1984) in his Research work entitled "**Stress and burnout in suburban teachers"** evaluated the origins and level of contentment, tension, and exhaustion among teachers in suburban areas, a cohort of teachers (n = 365) completed a 65-item Teacher Attitude Survey (TAS) using a Likert scale. Satisfaction was derived from experiences that fostered instructors' empathy and engagement with both students and colleagues. Conversely, stressors were associated with an overwhelming amount of paperwork, unproductive administrative meetings, and a dearth of possibilities for professional growth in the field of teaching. While most of the instructors questioned maintained their level of engagement and dedication to teaching, approximately 20-25% had signs of susceptibility to burnout, and 10-15% were already experiencing burnout. The individuals who were most vulnerable were those within the age range of 34-44 and those working as educators in junior high schools. The addressed issues with burnout encompassed the relationships between instructors and administrators, as well as the teachers' perception of a deficiency in psychological community.

Van Horn et al. (1997) studied on **"A Canadian-Dutch comparison of teachers' burnout".** A comparative analysis was conducted on burnout scores among 631 teachers from Canada and 1,180 teachers from the Netherlands. The analysis examined the influence of demographic variables (sex and age) as well as work-related factors (teaching experience, type of school, and number of hours employed). The assessment of burnout was conducted using the Maslach Burnout Inventory, which measures burnout across three dimensions: Emotional Exhaustion, Depersonalisation, and Personal Accomplishment. Analysis revealed that, on the whole, Canadian instructors exhibited elevated levels of Emotional Exhaustion and Depersonalisation compared to their Dutch counterparts. The disparity in the duration of employment was also notable: Canadian teachers working full-time exhibited a greater degree of Depersonalisation compared to their Dutch counterparts. There was a substantial relationship between burnout

and sex and kind of school across different countries. Men teachers had higher levels of Emotional Exhaustion and Depersonalisation compared to their female counterparts. Secondary school teachers reported higher ratings than elementary school teachers, particularly in relation to the attitudinal components of burnout, namely Depersonalisation and Personal Accomplishment. There was no significant correlation between age and the measurements.

Capel (1991) in his work **"A longitudinal study of burnout in teachers."** examined the phenomenon of burnout across the duration of a single academic year. A total of 640 educators at 80 schools, including middle, upper, high schools, and sixth form college, within a single Local Education Authority, were administered a survey in September 1987, February 1988, and June 1988. Every questionnaire included the Maslach Burnout Inventory, which was used to evaluate burnout at three different points throughout the year. Additionally, each questionnaire had its own set of scales that were not found in the other questionnaires. The results indicated that there were no significant correlations or differences in burnout levels throughout the three time periods. However, it is worth noting that the highest levels of burnout were observed among most teachers in February. The profile analysis revealed that a greater number of teachers saw an increase in burnout over the course of the year, as opposed to those who experienced a drop. A significant proportion remained at the same level. Several teachers exhibited a distinct pattern throughout the year. The direction of change, if it occurred, was not necessarily consistent throughout the three administrations of the questionnaire. Therefore, burnout did not consistently occur as a gradual decline over time; certain teachers experienced a revitalization during the year. Due to the absence of temporal consistency in the progression of burnout, it is not possible to implement measures to mitigate burnout based on a predefined pattern. It has been necessary to discover individual strategies for reducing or eliminating burnout.

El Helou et al. (2016) in their work **"Teachers' views on causes leading to their burnout"** aimed to determine the extent of burnout among Lebanese teachers and

identify the elements that contribute to it, by gathering the teachers' viewpoints on the issue. The study employed a design involving many case studies. The research instruments utilised consist of interviews, a reflective notebook maintained by the researcher, and questionnaires adapted from the Maslach Burnout Inventory–Educators Survey. Interviews were conducted with nine teachers who resigned from the teaching profession within the initial five years of their career, while a questionnaire was completed by 92 currently employed teachers. A cross-case synthesis facilitated the comparison of data across cases to ascertain the presence of commonalities. Data triangulation involves the comparison of results obtained from multiple instruments to uncover shared categories that are utilised to meet the research inquiries. The findings indicated that burnout mostly caused by factors such as workload, school environment, coordination/mentoring, classroom environment, and emotional aspects. This study offered valuable insights into the identification of causes and symptoms of teacher burnout, with the aim of mitigating the prevalence of this syndrome.

McCormick & Barnett (2011) in their work **"Teachers' attributions for stress and their relationships with burnout"** aimed to suggest and examine hypothesised connections between stress attribution domains and burnout aspects. The sample consisted of 416 classroom teachers who were recruited randomly from 38 high schools in New South Wales, Australia. A postal survey was conducted using two well-established instruments: the Maslach Burnout Inventory and the Teachers' Attribution of Responsibility for Stress Scale. The data were examined using confirmatory factor analysis and multilevel modelling. The majority of the diversity was observed at the individual level, which provides evidence that stress and burnout are mostly psychological processes. The results indicate that stress caused by student misbehaviour plays a central role in predicting the three characteristics of burnout: depersonalisation, emotional weariness, and personal accomplishment. Personal shortcomings were found to be a significant predictor of occupational stress, which in turn had a detrimental impact on personal achievement.

Kokkinos (2007) studied on **"Job stressors, personality and burnout in primary school teachers."** This cross-sectional study aimed to examine the correlation between burnout, personality traits, and job stressors among primary school teachers in Cyprus. The study also examines the comparative impact of these variables on the three aspects of burnout-emotional weariness, depersonalisation, and lower personal accomplishment. The study included a representative sample of 447 primary school teachers. Educators administered assessments to evaluate burnout levels, personality traits, and occupational pressures, in addition to providing demographic and professional information. The surveys were dispatched to schools by courier and given during faculty meetings. The findings indicated a significant correlation between personality traits and work-related stressors with burnout aspects. Neuroticism consistently predicted all variables of burnout, except for personal success which exhibited a contrasting pattern. The study revealed that effectively handling student misbehaviour and managing limited time were significant predictors of many aspects of burnout.

Watts & Robertson (2011) conducted a study, entitled as **"Burnout in university teaching staff: a systematic literature review."** This systematic literature review delveed into burnout among university teaching staff, a group less studied compared to other educators. By examining twelve peer-reviewed studies from six databases, including ERIC, PsychINFO, and Scopus, the review highlights significant predictors of burnout such as the challenge of managing a large number of students, especially postgraduates. Gender and age also emerge as critical factors, with male teachers experiencing higher levels of depersonalization and younger, female teachers more prone to emotional exhaustion. The findings suggest that university educators face levels of burnout comparable to those in other service sectors like healthcare and school teaching. However, the review pointed out the scarcity of comparative research across different university settings, emphasizing the need for future studies to consider variables like the institution's age to fully understand burnout's impact on university faculty.

Garcia-Carmona et al. (2018) in their study **"Burnout syndrome in secondary school teachers: a systematic review and meta-analysis"** conducted a systematic review and meta-analysis to examine burnout syndrome prevalence and its dimensions emotional exhaustion (EE), depersonalisation (DP), and reduced personal accomplishment (RPA)—among secondary school teachers, utilizing the ProQuest and Eric databases to analyse 45 articles and 49 samples (N=14,410). Findings indicate a significant risk of burnout in this demographic, with notable discrepancies in prevalence based on the measurement tools used. The results advocated for the creation of pedagogical interventions to mitigate burnout's impact, highlighting the critical need for targeted support within the education sector.

Madigan & Kim (2021) studied on **"Does teacher burnout affect students? A systematic review of its association with academic achievement and student-reported outcomes."** In this pioneering systematic review, researchers explored how teacher burnout impacts their students, specifically focusing on academic performance and student-reported outcomes. Through a meticulous search, researchers analysed 14 studies involving over 5,300 teachers and their 50,000+ students. Analysis suggests that teacher burnout may lead to reduced academic achievement and diminished student motivation, although its effect on student wellbeing appears minimal. Despite these insights, the current body of research, limited by a scarcity of robust studies and a lack of investigation into underlying mechanisms and moderating factors, underscores the urgent need for further inquiry. Nevertheless, initial findings indicate a noteworthy link between teacher burnout and adverse student outcomes, highlighting the broader implications of educator wellbeing on the educational ecosystem.

Shen et al. (2015) in their study **"The relationship between teacher burnout and student motivation"** investigated how high school physical education teachers' burnout affects students' motivation, focusing on 1,302 students and 33 teachers across 20 schools. Utilizing questionnaires and hierarchical linear modelling, it discovered that teachers' emotional exhaustion diminishes students'

perception of their teachers as supportive of autonomy. Moreover, a teacher's sense of depersonalization negatively influences students' motivation to learn autonomously, beyond the impact of perceived autonomy support. This highlighted the intricate link between teacher burnout and student motivation, demonstrating that different dimensions of burnout can uniquely affect the educational environment. The findings stressed the critical need to address teacher well-being as a key factor in promoting a positive and motivating atmosphere for students.

Bibou-Nakou et al. (1999) studied on **"The Relation between Teacher Burnout and Teachers' Attributions and Practices Regarding School Behaviour Problems."** This study delved into the relationship between teacher burnout and their perceptions of behavioral issues in schools, surveying 200 elementary school teachers. Utilizing the Maslach Burnout Inventory (MBI) to measure burnout, it examined the teachers' explanations for and preferred responses to four common student behavioural problems. Findings reveal a clear link between the levels of burnout teachers experience and their attitudes and approaches towards managing student misbehaviour. The study suggested that understanding and addressing how teachers perceive and react to stressors, such as student misbehaviour, could be key in effectively mitigating teacher burnout. This insight underscoreed the importance of considering teachers' psychological responses to challenges in their work environment as part of efforts to support their well-being and reduce burnout.

Tatar & Yahav (1999) conducted a study on **"Secondary school pupils' perceptions of burnout among teachers".** This study delved into how secondary school students perceive teacher burnout and their recommendations for addressing it within the educational system. Through a questionnaire administered to 297 tenth-grade students in Israel, various aspects of teacher burnout were explored, including observable behaviors and suggested coping strategies. The findings revealed that student most commonly associate burnout with teachers feeling overwhelmed, exhausted, impatient, and frustrated.

Interestingly, there were no gender differences in these perceptions. Students proposed solutions such as fostering positive student-teacher relationships, encouraging burnt-out teachers to leave their positions, and advocating for improved working conditions from educational authorities. Overall, the study underscored the importance of considering students' perspectives in understanding and addressing teacher burnout, offering valuable insights for enhancing teacher well-being in schools.

Shukla & Trivedi (2008) in their study **"Burnout in Indian teachers"** delved into the phenomenon of burnout among secondary school teachers in India. The study aimed to understand the prevalence and impact of burnout on teachers' performance and well-being within the Indian educational context. While burnout lacks a universally agreed-upon definition, it's characterized by emotional detachment, physical exhaustion, and decreased engagement with work responsibilities. The investigation was driven by the observation of burnout symptoms among teachers, including emotional withdrawal, fatigue, and decreased job satisfaction, which can ultimately impair their effectiveness in the classroom. By exploring the status of burnout among Indian secondary school teachers, the study seeks to shed light on this critical issue and potentially inform strategies to support teacher well-being and enhance teaching quality.

Caruso et al. (2014) studied on **"Burnout Experience among Teachers: A Case Study".** This study investigateed burnout among Italian school teachers in the context of recent educational reforms emphasizing autonomy. It examines how burnout, characterized by exhaustion, depersonalization, and reduced personal accomplishment, relates to factors such as interpersonal trust and school climate. Through surveys and interviews with 120 teachers across six Southern Italian schools, the research finds significant correlations between burnout dimensions and trust levels among peers and school climate components. Exhaustion is linked to lower trust in peers and certain aspects of the school environment, while depersonalization related to diminished trust and specific school climate factors. However, personal accomplishment showed positive associations with trust in

peers and student relations. The study suggested that supporting these crucial dimensions, such as fostering trust among teachers and improving school climate, could be instrumental in promoting teacher well-being and mitigating burnout.

Jamaludin & Woon (2019) in their research work, entitled **"Burnout among School Teachers."** This study examined burnout among teachers, a phenomenon characterized by physical and emotional exhaustion and negative attitudes towards colleagues. Investigating its impact on teachers, students, and the profession, the research aims to assess burnout levels by measuring reduced personal accomplishment, emotional exhaustion, and depersonalization. Using a questionnaire adapted from the Dutch Educators Survey (MBINL-ES), data was collected from a sample of 31 out of 46 teachers randomly selected. Results reveal a moderate level of burnout among teachers, with reduced personal accomplishment being the most prevalent symptom, followed by emotional exhaustion and depersonalization. Additionally, the study identifies an association between gender and burnout symptoms. These findings offered valuable insights into understanding teacher burnout and suggest the need for targeted interventions to address this issue and enhance teacher well-being.

Abel & Sewell (1999) studied on "**Stress and Burnout in Rural and Urban Secondary School Teachers".** This research investigated stress sources and burnout symptoms among 51 rural and 46 urban secondary school teachers across Georgia and North Carolina. Urban teachers faced more stress due to poor working conditions and staff relations compared to rural counterparts. Both groups experienced elevated stress from pupil misbehaviour and time pressures. For rural teachers, burnout predictors included poor working conditions and time pressures, while for urban teachers, it was pupil misbehaviour and poor working conditions. These findings underscored the need for tailored intervention programs addressing the distinct stressors prevalent in rural and urban school settings, aiming to mitigate the negative impacts of stress and burnout among teachers. Such programs could enhance teacher well-being and ultimately benefit student learning outcomes.

2.2 Statement of the Problem

The researcher studied handful literatures on the causes, existence, and resolutions of Burnout and Mental health among different sample groups, which led him to investigate deeply into determining how Burnout and Mental health can be measured using various parameters. The researcher was unable to locate a study that significantly shed light on the existence of Burnout and Mental health of teachers using actual data. Although numerous theoretical explanations suggested the existence of Burnout and Mental health in developing nations, particularly in the underdeveloped regions of these nations, empirical studies are still lacking. Previous researchers have conducted thoughtful investigation on teachers as well as employees in tertiary education level that is College and University. But the Arena of school education was literally unturned. In this endeavour which is very crucial at present time due to increased demand of teacher's responsibilities and need of the modern school education system. Henceforth, the researcher ended up in conducting the research on the area of Mental Health & Burnout of school teachers. Researcher has identified a substantial knowledge gap between the conceptual and practical existence of burnout of mental health together among school teachers in West Bengal. Based on the researcher's contextual reading and analysis of the existing literature, the following research questions on the present study were identified as –

1) To what degree do school teachers of West Bengal face burnout in terms of emotional exhaustion, depersonalization and personal accomplishment?
2) What is the current state of mental health of school teachers in West Bengal?
3) How do different personal and professional characteristics of the school teachers result in variation of their job-related burnout and mental health?
4) How do job-related burnout in terms of emotional exhaustion, depersonalization and personal accomplishment among school teachers related with mental health?

In search of the appropriate answers of aforesaid research questions, the researcher framed and stated the problem of the study as - ***"MENTAL HEALTH AND BURNOUT AMONG SCHOOL TEACHERS IN WEST BENGAL".***

2.3 Delimitations of the Study

Delimitation refers to the scope or the boundary that the researcher wanted to restrict his study within. The present study was delimited to:

1. Only six districts of West Bengal were considered i.e., East Medinipur, West Medinipur, Bankura, Purulia, Jhargram and Hooghly.

2. Teachers from Bengali medium schools in West Bengal were surveyed.

3. The study was restricted to 653 school teachers only.

4. Teachers from secondary and higher secondary level of education in West Bengal were taken.

5. Teachers from rural and semi-urban habitation were surveyed.

2.4 Objectives of the Study

Considering the research inquiries and constraints of the study, the ensuing objectives were devised as follows -

i) To know how far the school teachers in West Bengal have experienced job related burnout in terms of emotional exhaustion, depersonalization and personal accomplishment.

ii) To understand the present state of mental health of school teachers in West Bengal.

iii) To see whether personal and professional characteristics of the school teachers result in variation of their job-related burnout and mental health.

iv) To examine the connection between teachers' burnout along with its different facets and their mental health.

2.5 Hypotheses of the Study

$H_0$1: There is no significant relationship among the levels of teacher's emotional exhaustion and their gender.

$H_0$2: There is no significant relationship among the levels of teacher's emotional exhaustion and their habitat.

$H_0$3: There is no significant relationship among the levels of teacher's emotional exhaustion and their subject group taught.

$H_0$4: There is no significant relationship among the levels of teacher's emotional exhaustion and their social category.

$H_0$5: There is no significant relationship among the levels of teacher's depersonalization and their gender.

$H_0$6: There is no significant relationship among the levels of teacher's depersonalization and their habitat.

$H_0$7: There is no significant relationship among the levels of teacher's depersonalization and their subject group taught.

$H_0$8: There is no significant relationship among the levels of teacher's depersonalization and their social category.

$H_0$9: There is no significant relationship among the levels of teacher's personal accomplishment and their gender.

$H_0$10: There is no significant relationship among the levels of teacher's personal accomplishment and their habitat.

$H_0$11: There is no significant relationship among the levels of teacher's personal accomplishment and their subject group taught.

$H_0$12: There is no significant relationship among the levels of teacher's personal accomplishment and their social category.

$H_0$13: There is no significant mean difference of emotional exhaustion scores among teachers in terms of their gender.

$H_0$14: There is no significant mean difference of depersonalization scores among teachers in terms of their gender.

$H_0$15: There is no significant mean difference of personal accomplishment scores among teachers in terms of their gender.

$H_0$16: There is no significant mean difference of mental health scores among teachers in terms of their gender.

$H_0$17: There is no significant mean difference of emotional exhaustion scores among teachers in terms of their habitat.

$H_0$18: There is no significant mean difference of depersonalization scores among teachers in terms of their habitat.

$H_0$19: There is no significant mean difference of personal accomplishment scores among teachers in terms of their habitat.

$H_0$20: There is no significant mean difference of mental health scores among teachers in terms of their habitat.

$H_0$21: There is no significant mean difference of emotional exhaustion scores among teachers in terms of their subject group taught.

$H_0$22: There is no significant mean difference of depersonalization scores among teachers in terms of their subject group taught.

$H_0$23: There is no significant mean difference of personal accomplishment scores among teachers in terms of their subject group taught.

$H_0$24: There is no significant mean difference of mental health scores among teachers in terms of their subject group taught.

$H_0$25: There is no significant mean difference of emotional exhaustion scores among teachers in terms of their social category.

$H_0$26: There is no significant mean difference of depersonalization scores among teachers in terms of their social category.

$H_0$27: There is no significant mean difference of personal accomplishment scores among teachers in terms of their social category.

$H_0$28: There is no significant mean difference of mental health scores among teachers in terms of their social category.

$H_0$29: There is no significant correlation between teachers' emotional exhaustion and teaching experience.

$H_0$30: There is no significant correlation between teachers' depersonalization and teaching experience.

$H_0$31: There is no significant correlation between teachers' personal accomplishment and teaching experience.

$H_0$32 There is no significant correlation between teachers' mental health and teaching experience.

$H_0$33: There is no significant correlation between teachers' mental health and emotional exhaustion.

$H_0$34: There is no significant correlation between teachers' mental health and depersonalization.

$H_0$35: There is no significant correlation between teachers' mental health and personal accomplishment.

References

Abel, M., & Sewell, J. (1999). Stress and Burnout in Rural and Urban Secondary School Teachers. *Journal of Educational Research*, 92, 287-293. https://doi.org/10.1080/00220679909597608.

Agyapong, B., Wei, Y., da Luz Dias, R., & Agyapong, V. I. O. (2022). Burnout and associated psychological problems among teachers and the impact of the Wellness4Teachers supportive text messaging program: protocol for a cross-sectional and program evaluation study. *JMIR Research Protocols*, *11*(7), e37934.

Aliakbari, A. (2015). The impact of job satisfaction on teachers' mental health: A case study of the teachers of Iranian Mazandaran province. *World Scientific News*, *12*, 1-11.

Aluh, D., Dim, O., & Anene-Okeke, C. (2018). Mental health literacy among Nigerian teachers. *Asia-Pacific Psychiatry*, 10. https://doi.org/10.1111/appy.12329.

Amirhosseini, M., Ghaleh, O. S., Heydari, F., Hami, M., & Shahriari, B. (2021). Influence of Physical Fitness on Job Burnout and Mental Health among Female Physical Education Teachers. *Journal of Hunan University Natural Sciences*, *48*(8).

Anderson, M., Werner-Seidler, A., King, C., Gayed, A., Harvey, S., & O'Dea, B. (2018). Mental Health Training Programs for Secondary School Teachers: A Systematic Review. *School Mental Health*, 1-20. https://doi.org/10.1007/S12310-018-9291-2.

Antoniou, A. S., Ploumpi, A., & Ntalla, M. (2013). Occupational stress and professional burnout in teachers of primary and secondary education: The role of coping strategies. *Psychology*, *4*(03), 349.

Asimeng-Boahene, L. (2003). Understanding and preventing burnout among social studies teachers in Africa. *The Social Studies*, *94*(2), 58-62.Brock, B. L., &

Grady, M. L. (2000). *Rekindling the flame: Principals combating teacher burnout*. Corwin Press.

Baker, C. N., Peele, H., Daniels, M., Saybe, M., Whalen, K., Overstreet, S., & The New Orleans, T. I. S. L. C. (2021). The experience of COVID-19 and its impact on teachers' mental health, coping, and teaching. *School Psychology Review*, *50*(4), 491-504.

Bauer, J., Stamm, A., Virnich, K., Wissing, K., Müller, U., Wirsching, M., & Schaarschmidt, U. (2006). Correlation between burnout syndrome and psychological and psychosomatic symptoms among teachers. *International archives of occupational and environmental health*, *79*, 199-204.

Bayani, A. A., & Samiei, R. (2015). The effect of job stress and job burnout on mental health of elementary teachers: Examining a hypothetical model. *Iranian Journal of Health Education and Health Promotion*, *2*(4), 312-321.

Beer, J., & Beer, J. (1992). Burnout and stress, depression and self-esteem of teachers. *Psychological Reports*, *71*(3_suppl), 1331-1336.

Bibou-Nakou, I., Stogiannidou, A., & Kiosseoglou, G. (1999). The Relation between Teacher Burnout and Teachers' Attributions and Practices Regarding School Behaviour Problems. *School Psychology International*, 20, 209 - 217. https://doi.org/10.1177/0143034399020002004.

Borrelli, I., Benevene, P., Fiorilli, C., D'Amelio, F., & Pozzi, G. (2014). Working conditions and mental health in teachers: a preliminary study. Occupational medicine, 64 7, 530-2. https://doi.org/10.1093/occmed/kqu108.

Brouwers, A., & Tomic, W. (2000). A longitudinal study of teacher burnout and perceived self-efficacy in classroom management. *Teaching and Teacher education*, *16*(2), 239-253.

Burke, R. J., & Greenglass, E. R. (1989). Psychological burnout among men and women in teaching: An examination of the Cherniss model. *Human Relations*, *42*(3), 261-273.

Capel, S. A. (1991). A longitudinal study of burnout in teachers. *British Journal of Educational Psychology*, *61*(1), 36-45.

Capone, V., & Petrillo, G. (2020). Mental health in teachers: Relationships with job satisfaction, efficacy beliefs, burnout and depression. *Current Psychology*, *39*, 1757-1766.

Carod-Artal, F. J., & Vázquez-Cabrera, C. (2012). Burnout syndrome in an international setting. In *Burnout for experts: Prevention in the context of living and working* (pp. 15-35). Boston, MA: Springer US.

Caruso, A., Giammanco, M., & Gitto, L. (2014). BURNOUT EXPERIENCE AMONG TEACHERS: A CASE STUDY. *Mediterranean Journal of Clinical Psychology*, 2. https://doi.org/10.6092/2282-1619/2014.2.1023.

Cavallari, J. M., Garza, J. L., Charamut, N. R., Szarka, C., Perry, S. D., Laguerre, R. A., ... & Dugan, A. G. (2023). Impact of work schedule characteristics on teacher mental health and burnout symptoms while remote working. *American Journal of Industrial Medicine*.

Chang, M. (2009). An Appraisal Perspective of Teacher Burnout: Examining the Emotional Work of Teachers. *Educational Psychology Review*, 21, 193-218. https://doi.org/10.1007/S10648-009-9106-Y.

Droogenbroeck, F., & Spruyt, B. (2015). Do teachers have worse mental health? Review of the existing comparative research and results from the Belgian Health Interview Survey. *Teaching and Teacher Education*, 51, 88-100. https://doi.org/10.1016/J.TATE.2015.06.006.

Dworkin, A. G. (1985). When Teachers Give Up: Teacher Burnout, Teacher Turnover and Their Impact on Children.

Ekornes, S., Hauge, T. E., & Lund, I. (2012). Teachers as mental health promoters: a study of teachers' understanding of the concept of mental health. *International Journal of Mental Health Promotion*, *14*(5), 289-310.

El Helou, M., Nabhani, M., & Bahous, R. (2016). Teachers' views on causes leading to their burnout. *School leadership & management*, *36*(5), 551-567.

Evers, W. J., Brouwers, A., & Tomic, W. (2002). Burnout and self-efficacy: A study on teachers' beliefs when implementing an innovative educational system in the Netherlands. *British Journal of educational psychology*, *72*(2), 227-243.

Farber, B. A. (1984). Stress and burnout in suburban teachers. *The Journal of Educational Research*, *77*(6), 325-331.

Financz, J., Nyitrai, A., Podraczky, J., & Csima, M. (2020). Connections between Professional Well-Being and Mental Health of Early Childhood Educators. *International Journal of Instruction*, *13*(4), 731-746.

Freire, C., Ferradas, M. D. M., Garcia-Bertoa, A., Nunez, J. C., Rodriguez, S., & Pineiro, I. (2020). Psychological capital and burnout in teachers: The mediating role of flourishing. *International Journal of Environmental Research and Public Health*, *17*(22), 8403.

Friedman, I. A. (1991). High and low-burnout schools: School culture aspects of teacher burnout. *The Journal of educational research*, *84*(6), 325-333.

Garcia-Carmona, M., Marin, M., & Aguayo, R. (2018). Burnout syndrome in secondary school teachers: a systematic review and meta-analysis. *Social Psychology of Education*, 22, 189-208. https://doi.org/10.1007/S11218-018-9471-9.

Gholamitooranposhti, M. (2012). Teachers' mental health. *Procedia-Social and Behavioral Sciences*, *69*, 1295-1301.

Gil-Monte, P. R., Carlotto, M. S., & Gonçalves Câmara, S. (2011). Prevalence of burnout in a sample of Brazilian teachers. *The European Journal of Psychiatry*, *25*(4), 205-212.

Gorsy, C., Panwar, N., & Kumar, S. (2015). Mental health among government school teachers. *The International Journal of Indian Psychology*, *3*(1), 117-124.

Greenglass, E. R., Burke, R. J., & Konarski, R. (1997). The impact of social support on the development of burnout in teachers: Examination of a model. *Work & Stress*, *11*(3), 267-278.

Greenglass, E. R., Fiksenbaum, L., & Burke, R. J. (2020). The relationship between social support and burnout over time in teachers. In *Occupational Stress* (pp. 239-248). CRC Press.

Harding, S., Morris, R., Gunnell, D., Ford, T., Hollingworth, W., Tilling, K., Evans, R., Bell, S., Grey, J., Brockman, R., Campbell, R., Araya, R., Murphy, S., & Kidger, J. (2019). Is teachers' mental health and wellbeing associated with students' mental health and wellbeing? *Journal of affective disorders*, 242, 180-187. https://doi.org/10.1016/j.jad.2018.08.080.

Hidalgo-Andrade, P., Hermosa-Bosano, C., & Paz, C. (2021). Teachers' mental health and self-reported coping strategies during the COVID-19 pandemic in Ecuador: A mixed-methods study. *Psychology research and behavior management*, 933-944.

Jakubowski, T. D., & Sitko-Dominik, M. M. (2021). Teachers' mental health during the first two waves of the COVID-19 pandemic in Poland. *PloS one*, *16*(9), e0257252.

Jamaludin, I., & Woon, Y. (2019). Burnout among School Teachers. *International Journal of Academic Research in Business and Social Sciences*. https://doi.org/10.6007/ijarbss/v9-i13/6862.

Kantas, A., & Vassilaki, E. (1997). Burnout in Greek teachers: Main findings and validity of the Maslach Burnout Inventory. *Work & Stress*, *11*(1), 94-100.

Kidger, J., Brockman, R., Tilling, K., Campbell, R., Ford, T., Araya, R., King, M., & Gunnell, D. (2016). Teachers' wellbeing and depressive symptoms, and associated risk factors: A large cross-sectional study in English secondary schools. *Journal of affective disorders*, 192, 76-82. https://doi.org/10.1016/j.jad.2015.11.054.

Kim, S., Crooks, C. V., Bax, K., & Shokoohi, M. (2021). Impact of trauma-informed training and mindfulness-based social–emotional learning program on teacher attitudes and burnout: A mixed-methods study. *School Mental Health*, *13*(1), 55-68.

Kokkinos, C. (2007). Job stressors, personality, and burnout in primary school teachers. *The British journal of educational psychology*, 77 Pt 1, 229-43. https://doi.org/10.1348/000709905X90344.

Korniseva, A., Guseva, S., Dombrovskis, V., & Capulis, S. (2019). Professional burnout level and mental health of teachers in Latvia. In *icCSBs 2019-The Annual International Conference on Cognitive-Social, and Behavioural Sciences* (pp. 337-345).

Koruklu, N., Feyzioglu, B., Ozenoglu-Kiremit, H., & Aladag, E. (2012). Teachers' Burnout Levels in terms of Some Variables. *Educational Sciences: Theory and Practice*, *12*(3), 1823-1830.

Kovess-Masféty, V., Rios-Seidel, C., & Sevilla-Dedieu, C. (2007). Teachers' mental health and teaching levels. *Teaching and Teacher Education*, *23*(7), 1177-1192.

Li, C. (2016). Investigation on Mental Health of Primary and Middle School Teachers. https://doi.org/10.2991/mse-15.2016.37.

Li, S. (2020). Correlation among mental health, work stress and job burnout of rural teachers. *Revista Argentina de Clínica Psicológica*, *29*(1), 1345.

Long, C. (2005). Study on mental health and its influencing factors of teachers. *Chinese Journal of Behavioral Medical Science*.

Loonstra, B., Brouwers, A., & Tomic, W. (2009). Feelings of existential fulfilment and burnout among secondary school teachers. *Teaching and teacher education*, *25*(5), 752-757.

Luk, A. L., Chan, B. P., Cheong, S. W., & Ko, S. K. (2010). An exploration of the burnout situation on teachers in two schools in Macau. *Social Indicators Research*, *95*, 489-502.

Luthar, S. S., Kumar, N. L., & Zillmer, N. (2020). Teachers' responsibilities for students' mental health: Challenges in high achieving schools. *International Journal of School & Educational Psychology*, *8*(2), 119-130.

Madigan, D., & Kim, L. (2021). Does teacher burnout affect students? A systematic review of its association with academic achievement and student-reported outcomes. *International Journal of Educational Research*, 105, 101714. https://doi.org/10.1016/j.ijer.2020.101714.

Marenco-Escuderos, A. D., & Ávila-Toscano, J. H. (2016). Burnout and mental health issues in teachers: differences related to demographic and social-labor aspects. *Psychologia. Avances de la Disciplina*, *10*(1), 91-100.

Martinez, J. P., Mendez, I., Ruiz-Esteban, C., Fernandez-Sogorb, A., & Garcia-Fernandez, J. M. (2020). Profiles of burnout, coping strategies and depressive symptomatology. *Frontiers in psychology*, *11*, 591.

McCormick, J., & Barnett, K. (2011). Teachers' attributions for stress and their relationships with burnout. *International journal of educational management*, *25*(3), 278-293.

McLean, L., Abry, T., Taylor, M., Jimenez, M., & Granger, K. (2017). Teachers' mental health and perceptions of school climate across the transition from training to teaching. *Teaching and Teacher Education*, *65*, 230-240.

Mérida-López, S., Extremera, N., & Rey, L. (2017). Emotion-regulation ability, role stress and teachers' mental health. *Occupational Medicine*, *67*(7), 540-545.

Ming-xing, S. (2011). Study on actual state of teachers' mental health in general university. *Journal of University of Science and Technology Liaoning*.

Mohammadyfar, M. A., Khan, M. S., & Tamini, B. K. (2009). The effect of emotional intelligence and job burnout on mental and physical health. *Journal of the Indian Academy of Applied Psychology*, *35*(2), 219-226.

Motalebi, K., & Gh, K. (2017). The correlation between job burnout and mental health of teachers in special schools of Zanjan: Mediation of job involvement. *Management of Health Promotion*, *6*(3), 52-60.

Mundia (2012). The Mental Health Profiles of Student Teachers: Relevance to Teacher Education and in Identifying Potential Future Teacher Problems, 7. https://doi.org/10.5580/2c75.

Mundia, L. (2013). Relationship Between Mental Health and Teaching. *International Journal of Mental Health*, 42, 73 - 98. https://doi.org/10.2753/IMH0020-7411420205.

Nagai, M., Tsuchiya, K., Toulopoulou, T., & Takei, N. (2007). Poor Mental Health Associated with Job Dissatisfaction among School Teachers in Japan. Journal of Occupational Health, 49. https://doi.org/10.1539/joh.49.515.

Ohrt, J., Deaton, J., Linich, K., Guest, J., Wymer, B., & Sandonato, B. (2020). Teacher training in K–12 student mental health: A systematic review. *Psychology in the Schools*. https://doi.org/10.1002/pits.22356.

Papastylianou, A., Kaila, M., & Polychronopoulos, M. (2009). Teachers' burnout, depression, role ambiguity and conflict. *Social Psychology of Education*, *12*, 295-314.

Pas, E. T., Bradshaw, C. P., & Hershfeldt, P. A. (2012). Teacher-and school-level predictors of teacher efficacy and burnout: Identifying potential areas for support. *Journal of school Psychology*, *50*(1), 129-145.

Pressley, T., Marshall, D. T., & Moore, T. (2022). Understanding teacher burnout following COVID-19.

Ratanasiripong, P., Ratanasiripong, N. T., Nungdanjark, W., Thongthammarat, Y., & Toyama, S. (2021). Mental health and burnout among teachers in Thailand. *Journal of Health Research*, *36*(3), 404-416.

Rodríguez-Mantilla, J. M., & Fernández-Díaz, M. J. (2017). The effect of interpersonal relationships on burnout syndrome in Secondary Education teachers. *Psicothema*, *29*(3), 370-377.

Rosli, A. M., & Bakar, A. Y. A. (2021). The Mental Health State and Psychological Well-Being of School Teachers during COVID-19 Pandemic in Malaysia. *Bisma The Journal of Counseling*, *5*(3), 182-195.

Russell, D. W., Altmaier, E., & Van Velzen, D. (1987). Job-related stress, social support, and burnout among classroom teachers. *Journal of applied psychology*, *72*(2), 269.

Saloviita, T., & Pakarinen, E. (2021). Teacher burnout explained: Teacher-, student-, and organisation-level variables. *Teaching and Teacher Education*, *97*, 103221.

Schnaider-Levi, L., Ganz, A. B., Zafrani, K., Goldman, Z., Mitnik, I., Rolnik, B., & Lev-Ari, S. (2020). The effect of inquiry-based stress reduction on teacher burnout: A controlled trial. *Brain Sciences*, *10*(7), 468.

Schonfeld, I. S., Bianchi, R., & Luehring-Jones, P. (2017). Consequences of job stress for the mental health of teachers. *Educator Stress: An occupational health perspective*, 55-75.

Seibt, R., Spitzer, S., Druschke, D., Scheuch, K., & Hinz, A. (2013). Predictors of mental health in female teachers. *International Journal of Occupational Medicine and Environmental Health*, 26, 856-869. https://doi.org/10.2478/s13382-013-0161-8.

Seth, A. (2016). Study of mental health and burnout in relation to teacher effectiveness among secondary school teachers. *Indian Journal of Health & Wellbeing*, *7*(7).

Shami, R., Tare, M., & Taran, H. (2017). Identifying the relationship among teacher's mental health and emotional intelligence and their burnout. *Independent Journal of Management & Production*, *8*(1), 124-143.

Shen, B., Mccaughtry, N., Martin, J., Garn, A., Kulik, N., & Fahlman, M. (2015). The relationship between teacher burnout and student motivation. *The British journal of educational psychology*, 85 4, 519-32. https://doi.org/10.1111/bjep.12089.

Shin, H., Noh, H., Jang, Y., Park, Y. M., & Lee, S. M. (2013). A longitudinal examination of the relationship between teacher burnout and depression. *Journal of Employment Counseling*, *50*(3), 124-137.

Skaalvik, E., & Skaalvik, S. (2017). Dimensions of teacher burnout: relations with potential stressors at school. Social Psychology of Education, 20, 775-790. https://doi.org/10.1007/S11218-017-9391-0.

Tang, C. S. K., Au, W. T., Schwarzer, R., & Schmitz, G. (2001). Mental health outcomes of job stress among Chinese teachers: Role of stress resource factors and burnout. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, *22*(8), 887-901.

Tatar, M., & Yahav, V. (1999). Secondary school pupils' perceptions of burnout among teachers. *The British journal of educational psychology*, 69 (Pt 4), 457-68. https://doi.org/10.1348/000709999157824.

Titheradge, D., Hayes, R., Longdon, B., Allen, K., Price, A., Hansford, L., Nye, E., Ukoumunne, O., Byford, S., Norwich, B., Fletcher, M., Logan, S., & Ford, T. (2019). Psychological distress among primary school teachers: a comparison with clinical and population samples.. Public health, 166, 53-56 . https://doi.org/10.1016/j.puhe.2018.09.022.

Travers, C. J., & Cooper, C. L. (2018). Mental health, job satisfaction and occupational stress among UK teachers. In *Managerial, occupational and organizational stress research* (pp. 291-307). Routledge.

Tsigilis, N., Zournatzi, E., & Koustelios, A. (2011). Burnout among physical education teachers in primary and secondary schools. *International Journal of Humanities and Social Science*, *1*(7), 53-58.

Van Horn, J. E., Schaufeli, W. B., & Enzmann, D. (1999). Teacher burnout and lack of reciprocity 1. *Journal of applied social psychology*, *29*(1), 91-108.

Van Horn, J. E., Schaufeli, W. B., Greenglass, E. R., & Burke, R. J. (1997). A Canadian-Dutch comparison of teachers' burnout. *Psychological reports*, *81*(2), 371-382.

Vercambre, M. N., Brosselin, P., Gilbert, F., Nerrière, E., & Kovess-Masféty, V. (2009). Individual and contextual covariates of burnout: a cross-sectional nationwide study of French teachers. *BMC Public Health*, *9*(1), 1-12.

Wang, Y., Ramos, A., Wu, H., Liu, L., Yang, X., Wang, J., & Wang, L. (2015). Relationship between occupational stress and burnout among Chinese teachers: a cross-sectional survey in Liaoning, China. *International archives of occupational and environmental health*, *88*, 589-597.

Watts, J., & Robertson, N. (2011). Burnout in university teaching staff: a systematic literature review. *Educational Research*, 53, 33 - 50. https://doi.org/10.1080/00131881.2011.552235.

Wehby, J. H., Maggin, D. M., Moore Partin, T. C., & Robertson, R. (2012). The impact of working alliance, social validity, and teacher burnout on implementation fidelity of the good behavior game. *School Mental Health*, *4*, 22-33.

Woudstra, M. H., Janse van Rensburg, E., Visser, M., & Jordaan, J. (2018). Learner-to-teacher bullying as a potential factor influencing teachers' mental health. *South African Journal of Education*, *38*(1), 1-10.

Wu, D. (2020). Relationship between job burnout and mental health of teachers under work stress. *Revista Argentina de Clínica Psicológica*, *29*(1), 310.

Xiao-ming, L., & Wen-zeng, W. (2004). A Study on Teachers' Occupational Burnout and Mental Health. *Chinese Journal of Clinical Psychology*.

XU, F. M., Zhu, C. S., & Huang, W. F. (1991). Teachers′ Job Burnout and Related Factors in Primary and Secondary Schools. *Chinese Mental Health Journal*.

Yang, R., You, X., Zhang, Y., Lian, L., & Feng, W. (2019). Teachers' mental health becoming worse: The case of China. *International Journal of Educational Development*. https://doi.org/10.1016/J.IJEDUDEV.2019.102077.

Yong, Z., & Yue, Y. (2007). Causes for burnout among secondary and elementary school teachers and preventive strategies. *Chinese Education & Society*, *40*(5), 78-85.

Yu, X., Wang, P., Zhai, X., Dai, H., & Yang, Q. (2015). The effect of work stress on job burnout among teachers: The mediating role of self-efficacy. *Social Indicators Research*, *122*, 701-708.

Zarafshan, H., Mohammadi, M. R., Ahmadi, F., & Arsalani, A. (2013). Job burnout among Iranian elementary school teachers of students with autism: a comparative study. *Iranian journal of psychiatry*, *8*(1), 20.

Zhang, L., Zhao, J., Xiao, H., Zheng, H., Xiao, Y., Chen, M., & Chen, D. (2014). Mental health and burnout in primary and secondary school teachers in the remote mountain areas of Guangdong Province in the People's Republic of China. *Neuropsychiatric Disease and Treatment*, 123-130.

CHAPTER – III

METHOD AND PROCEDURE OF THE STUDY

CHAPTER - III

METHOD AND PROCEDURE OF THE STUDY

The proper methodology of the study is the central point on which the success of any research work depends. As the characteristic of the different problem is completely different, a proper methodology should be used according to the characteristic of the problem. The method of study encompasses the thorough procedures involved in gathering and analysing data, as well as the systematic approach to solving the research problem. This chapter is structured into two distinct sections: Methods and Procedure. The methods section is subdivided into the study's design, the population and sample, the description of variables, and the instruments used. The procedure section, however, is subdivided into the collection, quality assessment, tabulation, and analysis of data.

3.1 Method

'The research method, that is, the actual data collection and data analysis method is described and justification is provided on why the particular research method was chosen.' (Goundar, 2012). In this study, the prime objective was to examine the occurrence and determinants of burnout and mental health problems among high school teachers in the East Medinipur, West Medinipur, Bankura, Purulia, Jhargram and Hooghly districts of West Bengal, India. The researcher conducted a survey of high school teachers in in West Bengal. The samples were selected using the simple random sampling technique to guarantee they accurately reflect the entire population and then the researcher selected appropriate samples to implement Burnout and mental health of acquired socio-demographic information to understand the present status of teacher's burnout and mental health.

3.1.1 Research Design

Research design as "Plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis" (Creswell, 2009). 'The term research design refers to the entire process of planning and carrying out a research study. It is the process of visualization of the entire process of conducting empirical research before its commencement.' (Kabir, 2016). A cross-sectional survey design is a method that quantitatively describes the beliefs, trends, attitudes, views, or values of a group by investigating samples taken from that population. This study used a cross-sectional survey research design to statistically assess burnout and mental health among high school teachers. It also includes quantitative analysis and interpretation of the collected data.

3.1.2 Population

Teachers at secondary and higher secondary schools, affiliated to the WBBSE and WBCHSE from six districts of West Bengal were considered as the population. The districts are namely East Medinipur, West Medinipur, Bankura, Purulia, Jhargram and Hooghly.

3.1.3 Sample

The research surveyed a sample of 653 teachers employed in secondary and higher secondary educational institutions from East Medinipur and West Medinipur, Bankura, Purulia, Jhargram and Hooghly districts of West Bengal, encompassing a range of socio-economic backgrounds and teaching experiences. Samples were chosen using the simple random sampling method.

Table 3.1 Sample Distribution by Districts

District	No. of Sample	Percent of Total
East Medinipur	123	18.84%
West Medinipur	130	19.90%
Bankura	85	13.02%
Purulia	93	14.24%
Jhargram	127	19.45%
Hooghly	95	14.55%
Total	**653**	**100%**

3.1 Pie Chart showing sample distribution by districts

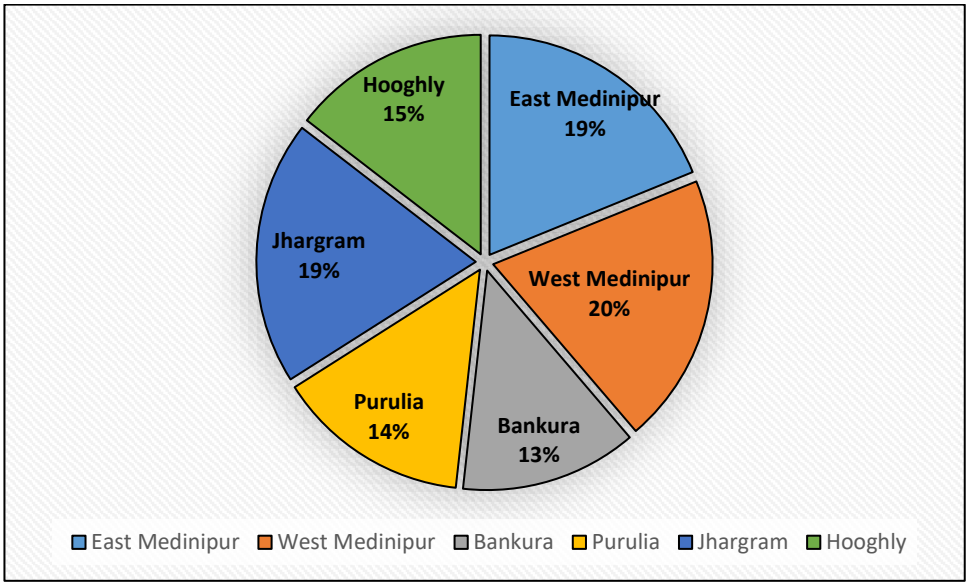


Table 3.2 Representing the sample Distribution

Variable	Categories	Frequency (N)	Percent (%)
Gender	Male	355	54.36
	Female	298	45.63
	Total	**653**	**100**
Habitation	Rural	380	58.19
	Semi-Urban	273	41.80
	Total	**653**	**100**
Subject Group Taught	Language	280	42.87
	Arts	201	30.78
	Science	172	26.33
	Total	**653**	**100**
Social Category	General	274	41.96
	Scheduled Caste	155	23.73
	Other Backward Class	141	21.59
	Scheduled Tribe	83	12.71
	Total	**653**	**100**

Figure 3.2 Showing Gender Wise Sample Distribution

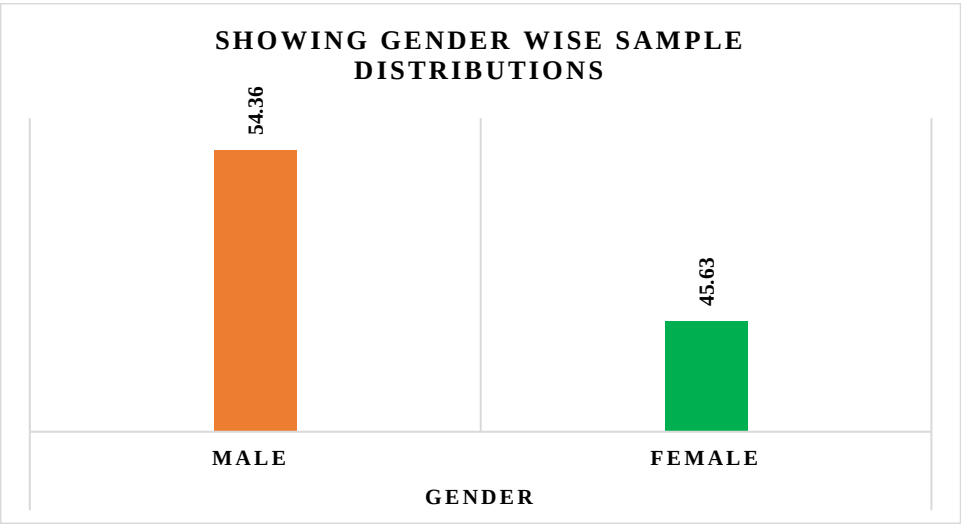


Figure 3.3 Showing Habitation Wise Sample Distribution

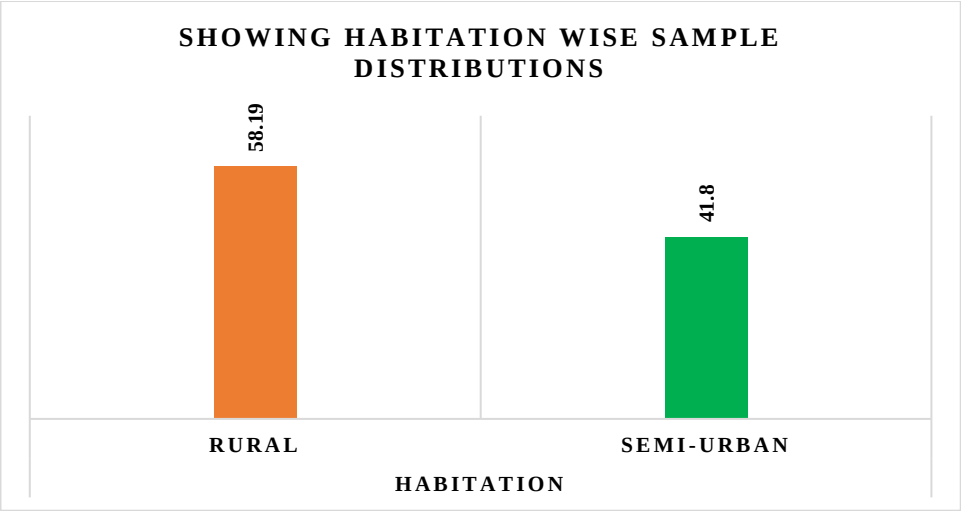


Figure 3.4 Showing Subject Group Taught Wise Sample Distribution

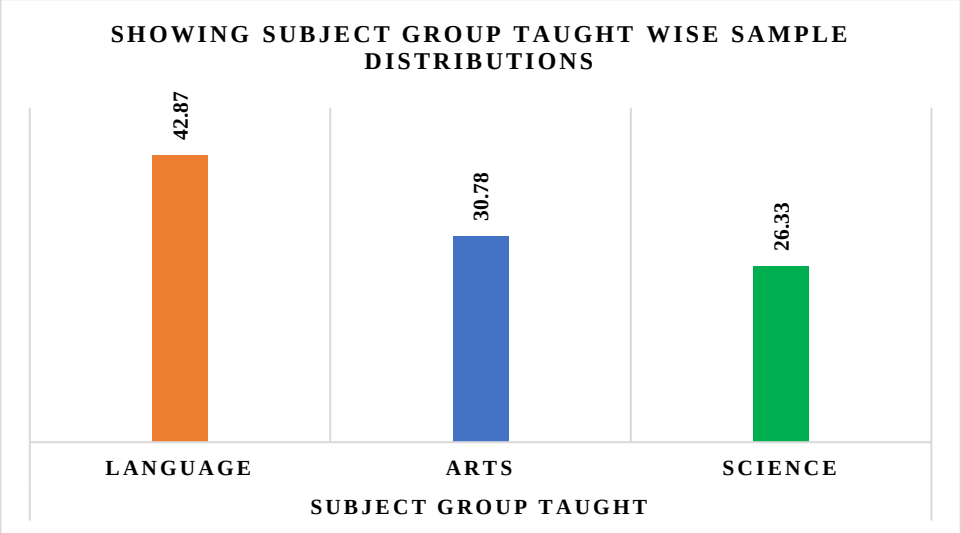
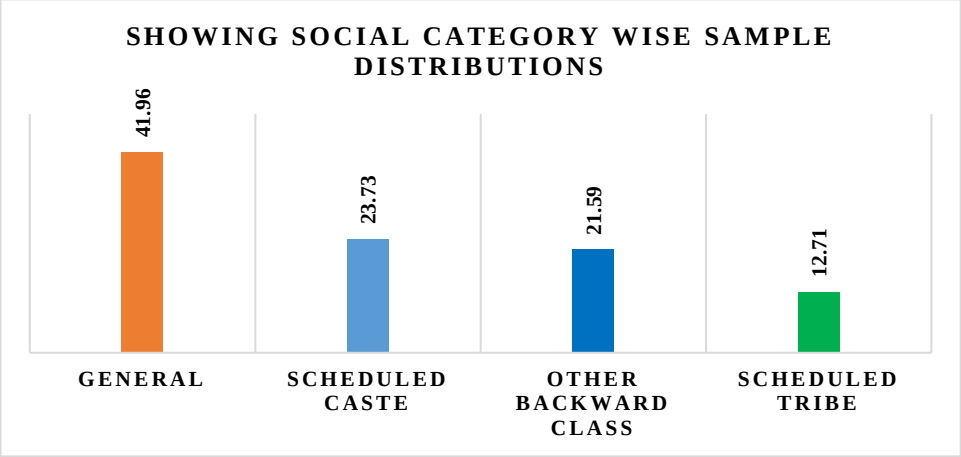


Figure 3.5 Showing Social Category Wise Sample Distribution



3.1.4 Description of Variables

In this study following independent and dependent variables were taken –

- **Independent Variables –**

1) **Gender –** There are two levels considered, i.e. male and female.
2) **Habitation -** There are two levels considered, i.e. rural and semi-urban.
3) **Subject Group Taught –** There are three levels considered, i.e. Language, Arts and Science.
4) **Social Category -** There are four categories considered, i.e. General, Other Backward Class (OBC), Scheduled Caste (SC) and Scheduled Tribe (ST).
5) **Teaching Experience –** The cumulative number of years a teacher spends in teaching profession.

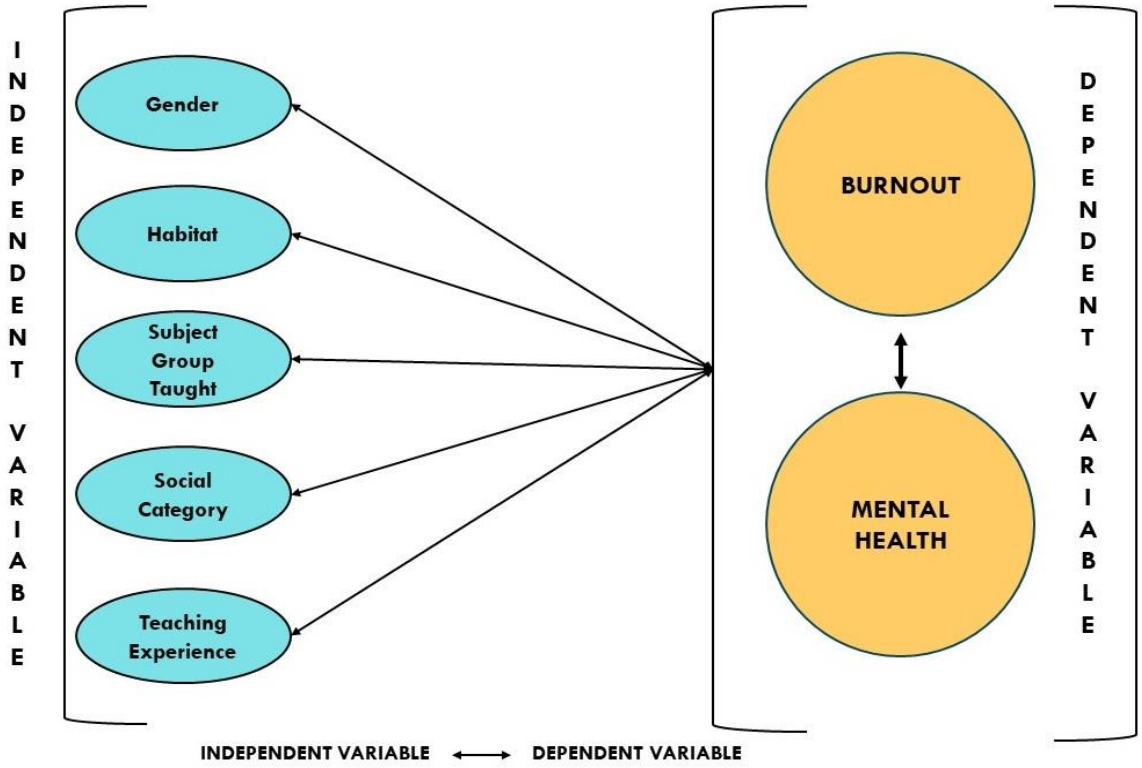
- **Dependent Variables -**

Dependent Variables are follows-

1) **Teachers' Burnout**
2) **Mental Health**

3.1.5 Interaction between variables

Figure 3.6 Diagram showing Variables interaction



3.1.6 Tools Used for Data Collection

In the current study, three main instruments were used for obtaining data on burnout and mental health from the teachers at high schools, along with one basic information schedule.

Instrument 1: The Maslach Burnout Inventory (MBI-ES) (Educators Survey)

The Maslach Burnout Inventory (MBI-ES) is a widely used tool in psychology designed specifically to measure the extent of burnout experienced by educators within their professional settings. It originated from the development of the MBI-HSS by Maslach and Jackson in 1981. Additionally, the MBI-ED was derived from the original scale, consisting of 22 items that evaluate three key dimensions: emotional exhaustion (EE) with 9 items, depersonalization (DP) with 5 items, and personal accomplishment (PA) with 8 items.

Table 3.3 Showing Dimensions and Number of Items

Sl No.	Dimensions	Items number	Total no. of items
1.	Emotional exhaustion	1, 2, 3, 6, 8, 13, 14, 16, 20	9
2.	Depersonalization	5, 10, 11, 15, 22	5
3.	Personal accomplishment	4, 7, 9, 12, 17, 18, 19, 21	8

Scoring norms

Table 3.4 Showing scoring norms of the inventory

Responses	Interpretation
0	Never
1	A few times
2	Once a month or less
3	A few times a month
4	Once a week
5	A few times a week
6	Everyday

*There was no reverse scoring

Levels of Burnout

Table 3.5 Levels of Burnout

Sl No.	Levels of Burnout	Emotional Exhaustion	Depersonalization	Personal Accomplishment
1.	**High**	≥ 27	≥ 10	0-33
2.	**Moderate**	19-26	6-9	34-39
3.	**Low**	0-18	0-5	≥ 40

Reliability and Validity

Maslach established the internal consistency using Cronbach's co-efficient alpha among 1316 samples, where the value of reliability of emotional exhaustion, depersonalization, and personal accomplishment were found to be 0.90, 0.79, and 0.71 respectively. Again, Maslach showed the test-retest reliability co-efficient among 53 sample units, which was found to be 0.82, 0.60 and 0.80 respectively. In present scenario, a pilot study was conducted by the researcher. Internal consistency of each dimension of burnout were separately computed upon 201 sample units in the current study. As the original English version of MBI-Ed was used in the study, the content, concurrent and face validity were maintained by the researcher taking the help of his supervisor. Following table showed the internal consistency of data in current area of research-

Table 3.6 Showing reliability of the burnout inventory

Sl No.	**Dimensions**	**Item number**	**Cronbach's Alpha (n=201)**
1.	Emotional exhaustion	1, 2, 3, 6, 8, 13, 14, 16, 20	0.77
2.	Depersonalization	5, 10, 11, 15, 22	0.63
3.	Personal accomplishment	4, 7, 9, 12, 17, 18, 19, 21	0.72

Instrument 2: General Health Questionnaire

The GHQ-12, developed by Dr. David Goldberg and Dr. Peter Williams in 1988, comprises 12 items. Each item measures the intensity of a mental issue experienced in the previous weeks, utilizing a 4-point Likert-type scale ranging from 0 to 3. The score was utilized to calculate a comprehensive score that ranged from 0 to 36. The positive items were adjusted from a rating of 0 (indicating constant occurrence) to a rating of 3 (indicating no occurrence), while the negative items were adjusted from a rating of 3 (indicating constant occurrence) to a rating

of 0 (indicating no occurrence). Six items were positively phrased and rest of six items were negatively phrased in this questionnaire. Conversely, each element within the GHQ-12 is specifically formulated to evaluate a certain facet of mental well-being, encompassing emotions, occurrences, and psychological welfare, without a distinct distinction between affirmative and adverse elements. A lower score on the General Health Questionnaire (GHQ-12) suggested improved mental well-being and High scores indicate worse health.

Scoring norms

Table 3.7 Showing scoring norms of the questionnaire

Statements	**Always**	**-**	**-**	**Never**
Positive	0	1	2	3
Negative	3	2	1	0

Reliability and Validity

In present scenario, a pilot study was conducted by the researcher. Internal consistency of GHQ was computed upon 201 sample units in the current study. As the original English version of GHQ was used in the study, the content, concurrent and face validity were maintained by the researcher taking the help of his supervisor. Following table showed the internal consistency of data in current area of research-

Table 3.8 Showing reliability of the GHQ inventory

Sl No.	**Inventory**	**Item number**	**Cronbach's Alpha (n=201)**
1.	General Health Questionnaire	1 - 12	0.602

Instrument 3: Basic Information Schedule

A schedule of required information about the teacher was prepared and placed with the main instrument. This schedule seeks information about teacher's gender, habitation, subject group taught, social category and teaching experience. As per ethics of research, the name or other personal identification information of the teacher was not collected in the information schedule.

3.2 Procedure

This part provides a comprehensive explanation of the procedures involved in administering the test instruments to collect data, as well as the subsequent steps of filtering, tabulating, and analysing the results.

3.2.1 Data Collection

During the school visit, the researcher approached the headmasters/headmistresses of the individual schools to explain the objective and method of the study. The researcher provided a clear explanation of the confidentiality terms regarding the provided information and data. Additionally, they submitted an authorization letter, given by the supervisor on behalf of the Department of Education at Jadavpur University, to get the necessary data. Upon obtaining approval from the school administration, the researcher commenced the process of gathering the real data. The researcher sought a total of 55 schools across all six districts, of which 45 schools obtained consent for data collection from their teachers. Upon obtaining the necessary authorization, two instruments were provided to the participating teachers. The participants were not given a specific time limit to complete the surveys. The questionnaires were completed by 95% of all the teachers in around 30 minutes. Data collection occurred exclusively on weekdays from 2nd January 2023 to 26th May 2023.

3.2.2 Data Quality

695 teachers completed the questionnaires. However, 42 individuals either failed to complete the surveys or supplied insufficient information, resulting in their

exclusion from the dataset. The data from the remaining 653 participating teachers were thus utilized and regarded as the sample units in this investigation.

3.2.3 Data Analysis

The researcher utilized Microsoft Excel to tabulate data and IBM SPSS v.20 for data analysis, considering several variables. The features of the sample were analysed using descriptive statistics, including mean and standard deviation. The teacher's possession of burnout and mental health based on several criteria were visually depicted using bar diagrams and pie charts to provide clear comprehension. The inferential statistical techniques employed in this study included the independent sample T-test, one-way ANOVA, correlation analysis, and the Chi-square test of independence. These methods were used to draw conclusions about the population based on sample statistics.

3.2.4 Normality of Data

The current study employed a larger sample size, exceeding 30 participants. The Shapiro-Wilk test was used to assess the normality of the data. Due to the small sample size of 653, the application of the Kolmogorov-Smirnov test was not feasible. The Shapiro-Wilk test of normality revealed a significant p-value of 0.000* for the total burnout and mental health variable. It is evident that the data distribution was not normal, as indicated by the central limit theorem. When the sample size exceeds 30, the distribution of sample means tends to become approximately normal, even if the underlying population distribution is not normal. In such cases where researchers collect data using random sampling from a large population, parametric tests may be used.

References

Best, J. W. (1997). Research in Education, New Delhi: *Prentice- Hall of India Private Limited.*

Garrett, H. E. (1979) Statistic in psychology and Education, 6" Edition: *International Book Bureau, Hyderabad,* pp. 42-48.

Koul, L. (1997). Methodology of Educational Research, 3Edition: *Vikas publishing house Pvt.* pp. 33-35.

Mangal, S. K. (2014). Statistics in Psychology and Education (2nd Ed). *New Delhi: PHIlearning Pvt. Ltd, India.*

Creswell, J. W. (2012). Educational research- Planning, Conducting and Evaluating Qualitative and Quantitative Research (4th Ed). *PHI learning Pvt. Ltd, India.*

Goldberg, D., & Williams, P. (1988). A User's Guide to the General Health Questionnaire. *Windsor, UK: NFER-Nelson.*

Goldberg, D. P., Gater, R., Sartorius, N., et al. (1997). The validity of two versions of the GHQ in the WHO study of mental illness in general health care. *Psychological Medicine,* 27(1), 191-197.

Goldberg, D. P. (1972). The Detection of Psychiatric Illness by Questionnaire: A Technique for the Identification and Assessment of Non-Psychotic Psychiatric Illness. *London: Oxford University Press.*

Maslach, C., & Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of Organizational Behavior,* 2(2), 99-113.

Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology,* 52, 397-422.

Maslach, C., Jackson, S. E., & Leiter, M. P. (1996). Maslach Burnout Inventory Manual (3rd ed.). *Consulting Psychologists Press.*

CHAPTER – IV

ANALYSIS AND INTERPRETATION OF DATA

CHAPTER - IV

ANALYSIS AND INTERPRETATION OF DATA

The analysis and comprehension of data represent fundamental elements of the research endeavor, playing a pivotal role in its overall execution. Data analysis involves a systematic process of organizing and summarizing data to address research questions effectively. Data interpretation, on the other hand, entails conveying the significance of the data and drawing conclusions based on it. Various methodologies are employed for data analysis, encompassing statistical analysis, qualitative analysis, and content analysis. Statistical analysis is utilized for quantitative data, such as survey responses and experimental findings. Qualitative analysis involves scrutinizing non-numerical data sources like interview transcripts and field notes. Content analysis, meanwhile, scrutinizes textual materials like articles, books, and websites. The process of data interpretation involves communicating the data's importance and drawing conclusions, possibly through comparative analysis with previous research, hypothesis formulation, or theoretical framework construction. Data analysis should be conducted impartially, succinctly, and transparently. The stages of data analysis and interpretation are pivotal components of the research process, facilitated by various research tools to address inquiries, formulate hypotheses, and unearth new insights. This chapter is structured into three main segments: descriptive statistics, inferential statistics, and hypothesis testing. Descriptive statistics provide a thorough analysis of the data's nature and characteristics, while inferential statistics assess the significance of conclusions drawn from the data. The third section focuses on hypothesis examination using inferential statistics, derived from data gathered in the descriptive statistics phase.

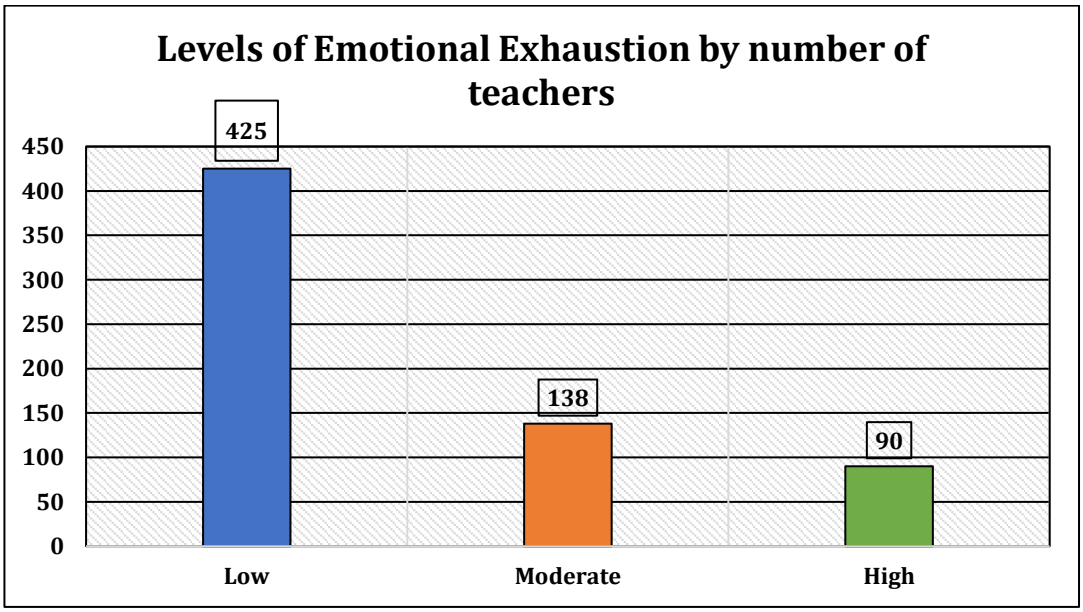
4.1 Descriptive Statistics

Descriptive statistics provide a descriptive analysis of the information, allowing researchers and analysts to get a thorough understanding of its properties, identify trends, and make meaningful inferences. Descriptive statistics include the

computation and analysis of metrics pertaining to the central tendency, dispersion, and variability of a given dataset. The descriptive statistics section of the current research presented the distribution of percentages, mean scores, and standard deviations for several explanatory and independent factors, which were shown to be associated with teacher burnout and mental health.

4.1.1 Different levels of burnout possessed by number of teachers

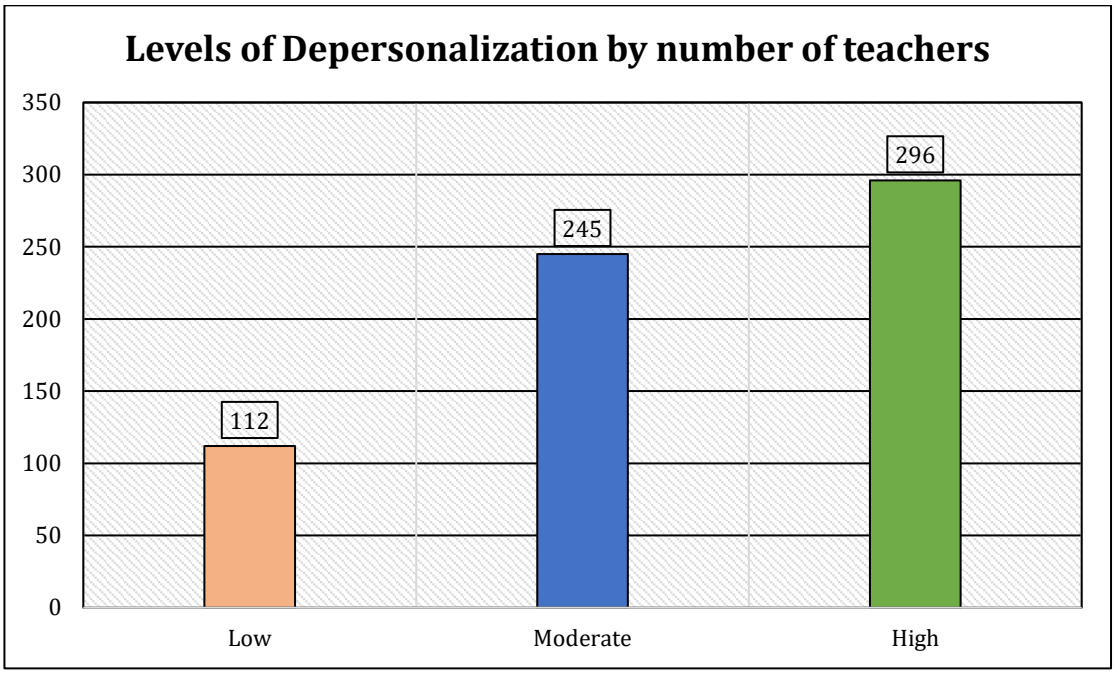
Figure 4.1 Different levels of emotional exhaustion possessed by number of teachers



It was shown from the above figure that 13.78% of the total teacher population (90 out of 653) had high level of emotional exhaustion, as indicated by a score of 27 or above. This finding was independent of their individual and social characteristics. Teachers were classified into three categories based on the scores they achieved in the Maslach Burnout Inventory (MBI). The initial classification consisted of three categories based on MBI. The first category, referred to as "Teachers with high level of emotional exhaustion," included individuals with scores equal to or greater than 27. The second category, comprising 21.13% of the total sample (138 out of 653), was labeled as "Teachers with Moderate level of emotional exhaustion" and encompassed scores ranging from 19 to 26. The third category, accounting for 65.08% of the sample (425 out of 653), was designated as "Teachers with low level

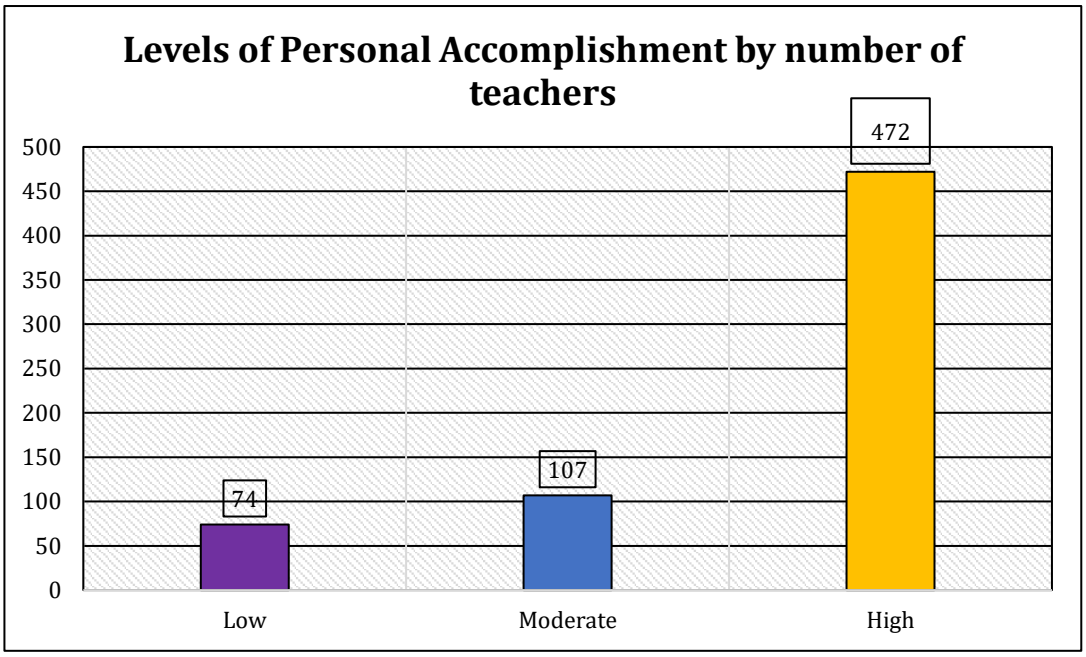
of emotional exhaustion" and encompassed scores ranging from 0 to 18. In general, majority of teachers fall under the low level of emotional exhaustion.

Figure 4.2 Different levels of depersonalization possessed by number of teachers



It was shown from the above figure that 45.33% of the total teacher population (296 out of 653) had high level of depersonalization, as indicated by a score of 10 or above. This finding was independent of their individual and social characteristics. Teachers were classified into three categories based on the scores they achieved in the Maslach Burnout Inventory (MBI). The initial classification consisted of three categories based on MBI. The first category, referred to as "Teachers with high level of depersonalization," included individuals with scores equal to or greater than 10. The second category, comprising 37.51% of the total sample (245 out of 653), was labeled as "Teachers with Moderate level of depersonalization" and encompassed scores ranging from 6 to 9. The third category, accounting for 17.15% of the sample (112 out of 653), was designated as "Teachers with low level of depersonalization " and encompassed scores ranging from 0 to 5. In general, majority of teachers fall under the high level of depersonalization.

Figure 4.3 Different levels of personal accomplishment possessed by number of teachers



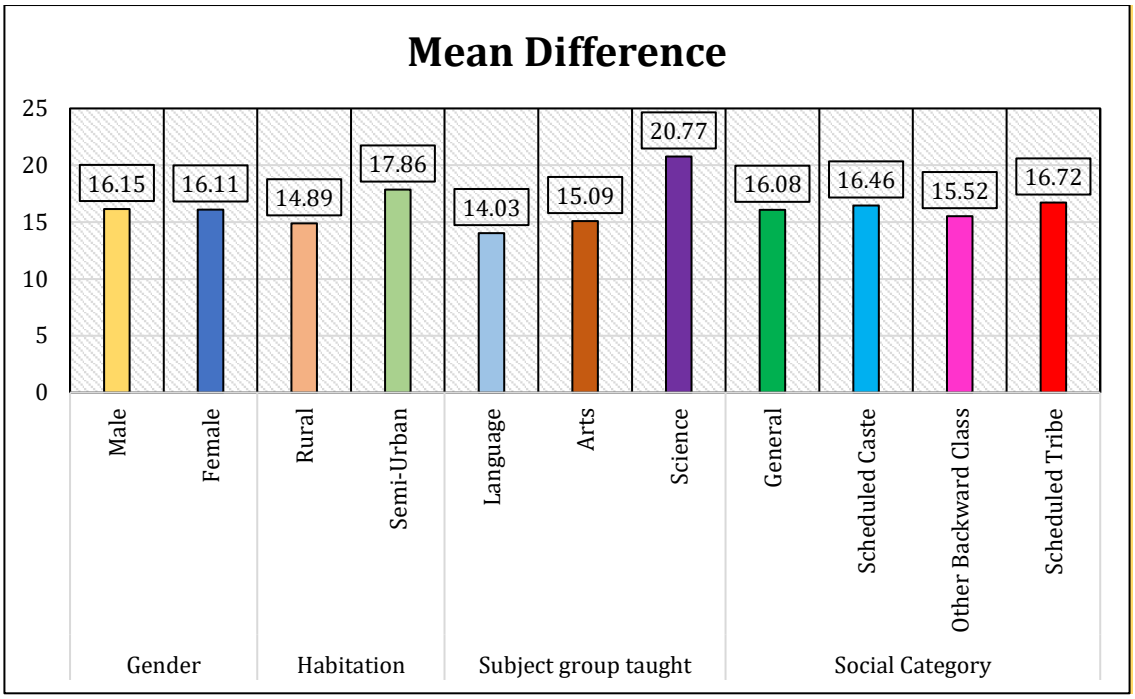
It was shown from the above figure that 72.28% of the total teacher population (472 out of 653) had high level of personal accomplishment, as indicated by a score ranging from 0 to 33. This finding was independent of their individual and social characteristics. Teachers were classified into three categories based on the scores they achieved in the Maslach Burnout Inventory (MBI). The initial classification consisted of three categories based on MBI. The first category, referred to as "Teachers with high level of personal accomplishment," included individuals with scores ranging from 0 to 33. The second category, comprising 16.38% of the total sample (107 out of 653), was labeled as "Teachers with Moderate level of personal accomplishment" and encompassed scores ranging from 34 to 39. The third category, accounting for 11.33% of the sample (74 out of 653), was designated as "Teachers with low level of personal accomplishment " and encompassed scores equal to or greater than 40. In general, majority of teachers fall under the high level of personal accomplishment.

4.1.2 Mean distribution among independent variables concerning Teachers' burnout and its dimensions.

Table 4.1 Emotional Exhaustion score in terms of different variables

Variables	Levels	N (Frequency)	Mean	Sd
Gender	**Male**	355	16.15	9.839
	Female	298	16.11	8.642
Habitation	**Rural**	380	14.89	8.548
	Semi-Urban	273	17.86	10.029
Subject group taught	**Language**	280	14.03	8.789
	Arts	201	15.09	9.492
	Science	172	20.77	8.283
Social Category	**General**	274	16.08	8.915
	Scheduled Caste	155	16.46	8.564
	Other Backward Class	141	15.52	9.638
	Scheduled Tribe	83	16.72	11.238

Figure 4.4 Emotional Exhaustion score in terms of different variables



From Table 4.1 & Figure 4.4 the following findings have been drawn –

Male teachers have a developed prevalence of emotional exhaustion compared to their female counterparts. Although there was a little difference between male and females, the emotional exhaustion scores shown more consistency among female instructors (mean=16.11; sd=8.642) compared to their male counterparts (mean=16.15; sd=9.839).

Teachers from semi-urban habitation have a higher prevalence of emotional exhaustion compared to their rural counterparts. Although there was a disparity between rural and semi-urban group, the emotional exhaustion scores shown more consistency among rural teachers (mean=14.89; sd=8.548) compared to their semi-urban counterparts (mean=17.86; sd=10.029).

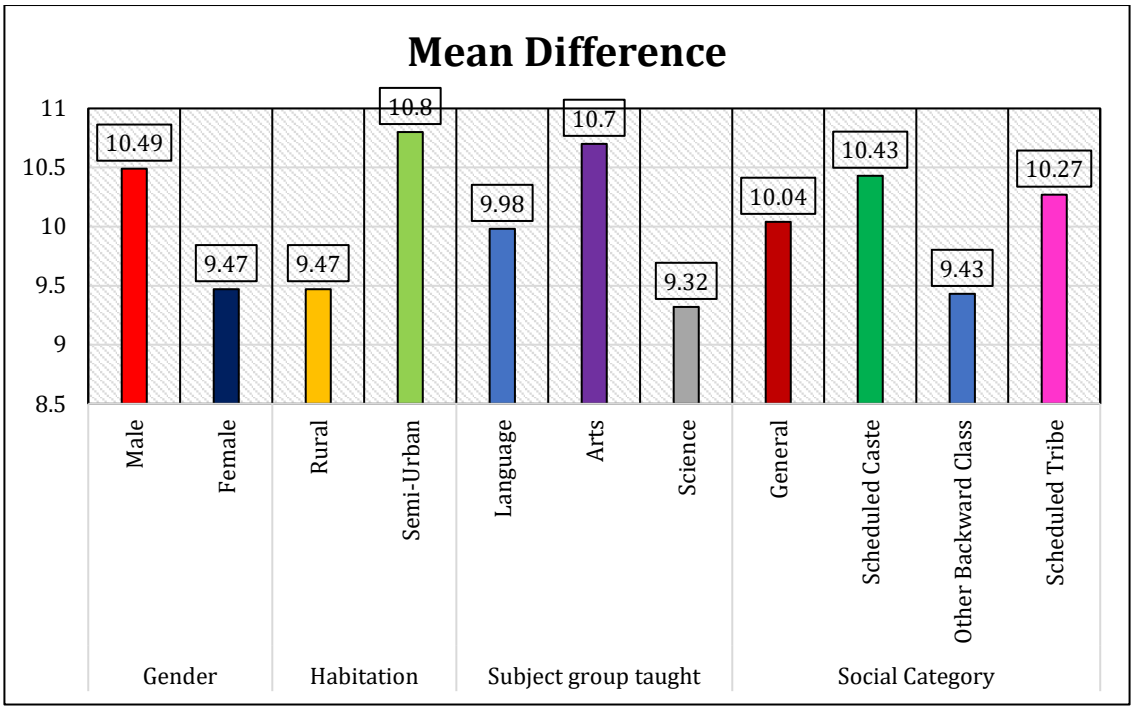
Teachers of science subject group possessed higher emotional exhaustion (mean=20.77; sd=8.283) than teachers of arts subject group (mean=15.09; sd=9.492) and language subject group (mean=14.03; sd=8.789). Hence, it can be seen that the teach a particular subject group had influence on the acquisition of emotional exhaustion in teachers.

Social category wise, teachers from scheduled tribe category (mean=16.72; sd=11.238) showed high emotional exhaustion than general (mean=16.08; sd=8.915), Scheduled caste (mean=16.46; sd=8.564), and Other backward class categories (mean=15.52; sd=9.638). also, it can be observed from here that though scheduled tribe teachers scored high in emotional exhaustion but scheduled caste teachers were more consistent in emotional exhaustion.

Table 4.2 Depersonalization score in terms of different variables

Variables	Levels	N (Frequency)	Mean	Sd
Gender	**Male**	355	10.49	6.585
	Female	298	9.47	5.038
Habitation	**Rural**	380	9.47	5.297
	Semi-Urban	273	10.80	6.682
Subject group taught	**Language**	280	9.98	5.846
	Arts	201	10.70	6.234
	Science	172	9.32	5.709
Social Category	**General**	274	10.04	5.750
	Scheduled Caste	155	10.43	5.583
	Other Backward Class	141	9.43	6.161
	Scheduled Tribe	83	10.27	6.840

Figure 4.5 Depersonalization score in terms of different variables



From Table 4.2 & Figure 4.5 the following findings have been drawn –

Male teachers have an elevated prevalence of depersonalization compared to their female counterparts. Although there was a little difference between male and females, the depersonalization scores shown more consistency among female instructors (mean=9.47; sd=5.038) compared to their male counterparts (mean=10.49; sd=6.585).

Teachers from semi-urban habitation have a higher prevalence of depersonalization compared to their rural counterparts. Although there was a disparity between rural and semi-urban group, the depersonalization scores shown more consistency among rural teachers (mean=9.47; sd=5.297) compared to their semi-urban counterparts (mean=10.80; sd=6.682).

Teachers of arts subject group possessed higher depersonalization (mean=10.70; sd=6.234) than teachers of science subject group (mean=9.32; sd=5.709) and language subject group (mean=9.98; sd=5.846). Hence, it can be seen that the

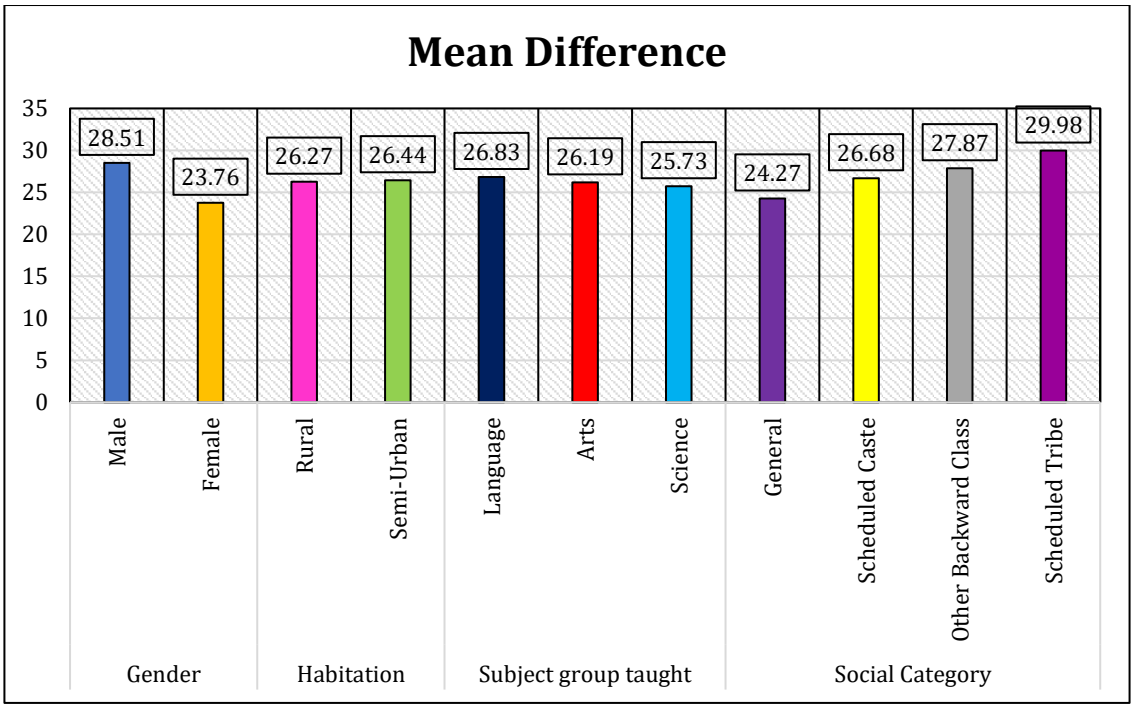
teach a particular subject group had influence on the acquisition of depersonalization in teachers.

Social category wise, teachers from scheduled caste category (mean=10.43; sd=5.583) showed high depersonalization than general (mean=10.04; sd=5.750), Scheduled tribe (mean=10.27; sd=6.840), and Other backward class categories (mean=9.43; sd=6.161). Also, it can be observed from here that scheduled caste teachers scored high in depersonalization and they were more consistent in depersonalization.

Table 4.3 Personal accomplishment score in terms of different variables

Variables	Levels	N (Frequency)	Mean	Sd
Gender	**Male**	355	28.51	10.236
	Female	298	23.76	11.395
Habitation	**Rural**	380	26.27	11.049
	Semi-Urban	273	26.44	11.022
Subject group taught	**Language**	280	26.83	10.737
	Arts	201	26.19	11.300
	Science	172	25.73	11.208
Social Category	**General**	274	24.27	10.370
	Scheduled Caste	155	26.68	10.045
	Other Backward Class	141	27.87	12.291
	Scheduled Tribe	83	29.98	11.396

Figure 4.6 Personal accomplishment score in terms of different variables



From Table 4.3 & Figure 4.6 the following findings have been drawn –

Male teachers have a higher prevalence of personal accomplishment compared to their female counterparts. Although there was a little difference between male and females, the personal accomplishment scores shown more consistency among male instructors (mean=28.51; sd=10.236) compared to their female counterparts (mean=23.76; sd=11.395).

Teachers from semi-urban habitation have a higher prevalence of personal accomplishment compared to their rural counterparts. Although there was a disparity between rural and semi-urban group, the personal accomplishment scores shown more consistency among semi-urban teachers (mean=26.44; sd=11.022) compared to their rural counterparts (mean=26.27; sd=11.049).

Teachers of language subject group possessed higher personal accomplishment (mean=26.83; sd=10.737) than teachers of science subject group (mean=25.73; sd=11.208) and arts subject group (mean=26.19; sd=11.300). Hence, it can be seen that the teach a particular subject group had influence on the acquisition of personal accomplishment in teachers.

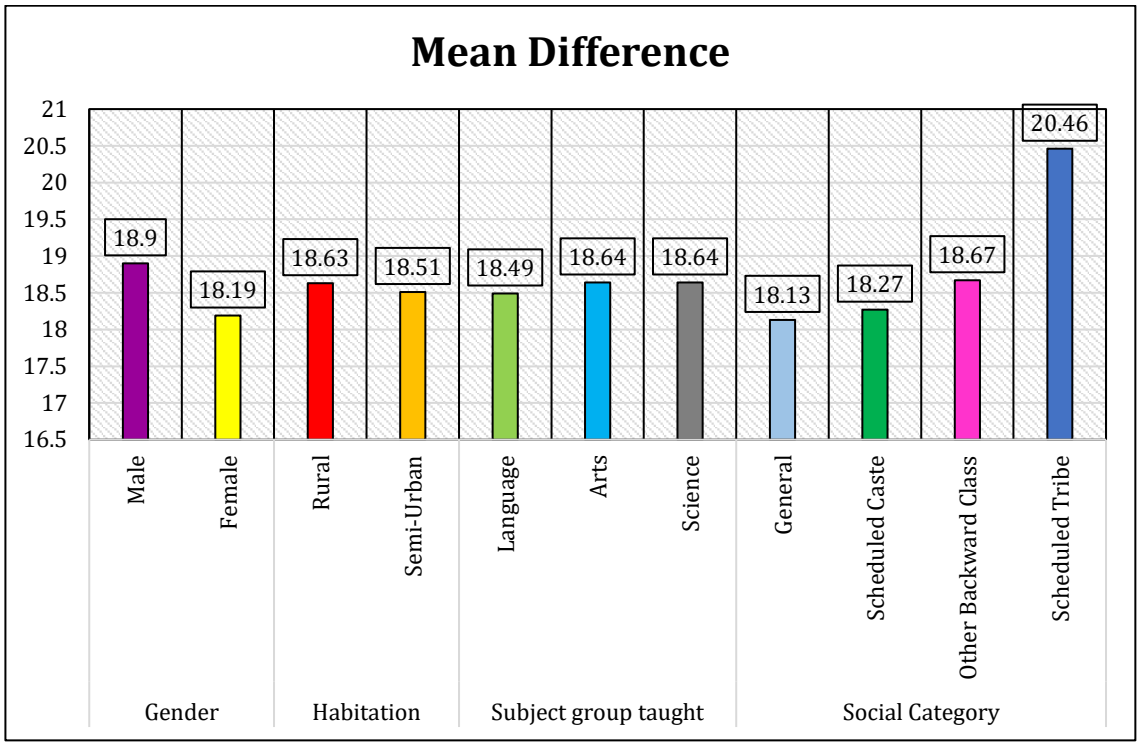
Social category wise, teachers from scheduled tribe category (mean=29.98; sd=11.396) showed high personal accomplishment than general (mean=24.27; sd=10.370), Scheduled caste (mean=26.68; sd=10.045), and Other backward class categories (mean=27.87; sd=12.291). Also, it can be observed from here that scheduled tribe teachers scored high in personal accomplishment but scheduled caste teachers were more consistent in personal accomplishment.

4.1.3 Mean distribution among independent variables concerning Teachers' mental health.

Table 4.4 Teachers' mental health score in terms of different variables

Variables	Levels	N (Frequency)	Mean	Sd
Gender	Male	355	18.90	5.773
	Female	298	18.19	5.720
Habitation	Rural	380	18.63	6.054
	Semi-Urban	273	18.51	5.321
Subject group taught	Language	280	18.49	5.939
	Arts	201	18.64	6.028
	Science	172	18.64	5.121
Social Category	General	274	18.13	6.008
	Scheduled Caste	155	18.27	5.105
	Other Backward Class	141	18.67	5.687
	Scheduled Tribe	83	20.46	5.882

Figure 4.7 Teachers' mental health score in terms of different variables



From Table 4.4 & Figure 4.7 the following findings have been drawn –

Male teachers have a higher prevalence of poor mental health compared to their female counterparts. Although there was a little difference between male and females, the mental health scores shown more consistency among female instructors (mean=18.19; sd=5.720) compared to their male counterparts (mean=18.90; sd=5.773).

Teachers from rural habitation have a higher prevalence of poor mental health compared to their semi-urban counterparts. Although there was a disparity between rural and semi-urban group, the mental health scores shown more consistency among semi-urban teachers (mean=18.51; sd=5.321) compared to their rural counterparts (mean=18.63; sd=6.054).

Teachers of arts and science subject group possessed same state of mental health (mean=18.64), which was poor than teachers of language subject group (mean=18.49; sd=5.939). Hence, it can be seen that the teach a particular subject group had influence on the acquisition of mental health in teachers.

Social category wise, teachers from scheduled tribe category (mean=20.46; sd=5.882) showed worse mental health than general (mean=18.13; sd=6.008), Scheduled caste (mean=18.27; sd=5.105), and Other backward class categories (mean=18.67; sd=5.687). But, teachers from scheduled caste category showed higher consistency.

4.2 Inferential Statistics

A series of statistical significance tests were performed here according to the sequence of variables as described in the descriptive part. The researcher aimed to find out the significant mean difference, correlation and dependency between the values of each pair of independent and dependent variables. Consequently, the hypothesis for each variable is bifurcated into two components. The first component pertains to the interdependence, while the subsequent component pertains to the distinctions between or among the degrees of each independent variable. To assess the dependency between variables, the researcher used Pearson's chi-square test. Additionally, to examine differences in means, the researcher conducted independent samples t-test and One-way ANOVA and Pearson's correlation was performed to determine the relationship between variables.

To satisfy the assumptions of the **Chi-square test of independence,** the following criteria need to be fulfilled:

i) Both variables under consideration should be in categorical form.

ii) Every category should have expected frequencies of at least 1.

iii) Each category should have expected frequencies of less than 5 for no more than 20% of the categories.

Table 4.5 Chi-square test of independence between the levels of emotional exhaustion and variables

Variables	Levels	N	Low	Moderate	High	χ^2	P-value	Remarks
Gender	Male	355	236 (66.5%)	63 (17.7%)	56 (15.8%)	6.694	0.035	Sig*
	Female	298	189 (63.4%)	75 (25.2%)	34 (11.4%)			
Habitation	Rural	380	268 (70.5%)	80 (21.1%)	32 (8.4%)	23.096	0.000	Sig*
	Semi-Urban	273	157 (57.5%)	58 (21.2%)	58 (21.2%)			
Subject group taught	Language	280	208 (74.3%)	41 (14.6%)	31 (11.1%)	42.027	0.000	Sig*
	Arts	201	139 (69.2%)	40 (19.9%)	22 (10.9%)			
	Science	172	78 (45.3%)	57 (33.1%)	37 (21.5%)			
Social Category	General	274	171 (62.4%)	64 (23.4%)	39 (14.2%)	4.010	0.675	Not Sig
	Scheduled Caste	155	100 (64.5%)	34 (21.9%)	21 (13.5%)			
	Other Backward Class	141	99 (70.2%)	26 (18.4%)	16 (11.3%)			
	Scheduled Tribe	83	55 (66.3%)	14 (16.9%)	14 (16.9%)			

Interpretation –

a) Pearson's chi-square test of independence was conducted to ascertain if there exists a significant association between levels of emotional exhaustion and gender. A significant relationship was found {$\chi2(2) = 6.694$, $p < 0.05$}. This means that when 'high' level of emotional exhaustion is considered, it

was found that male teachers are more likely to possess the same than female teachers. Therefore, it is to be said that gender has a significant relationship with 'high' level of emotional exhaustion.

b) Pearson's chi-square test of independence was conducted to ascertain if there exists a significant association between levels of emotional exhaustion and habitat. A significant relationship was found {$\chi 2(2) = 23.096$, $p < 0.01$}. This means that when 'high' level of emotional exhaustion is considered, it was found that teachers living in semi-urban areas are more likely to possess the same than teachers living in rural areas. Therefore, it is to be said that habitation has a significant relationship with 'high' level of emotional exhaustion.

c) Pearson's chi-square test of independence was conducted to ascertain if there exists a significant association between levels of emotional exhaustion and teaching subject group. A significant relationship was found {$\chi 2(4) = 42.027$, $p < 0.01$}. This means that when 'high' level of emotional exhaustion is considered, it was found that science teachers are more likely to possess the same than language and arts teachers. Therefore, it is to be said that subject group taught by teachers has a significant relationship with 'high' level of emotional exhaustion.

d) Pearson's chi-square test of independence was conducted to ascertain if there exists a significant association between levels of emotional exhaustion and social category. A not significant relationship was found {$\chi 2(6) = 4.010$, $p > 0.01$}. This means that teachers from general category (within social category 62.4%), Scheduled Caste category (within social category 64.5%), Other Backward Class category (within social category 70.2%) and Scheduled Tribe category (within social category 66.3%) were more likely to possess low emotional exhaustion.

Table 4.6 Chi-square test of independence between the levels of depersonalization and variables

Variables	Levels	N	Low	Moderate	High	χ^2	P-value	Remarks
Gender	Male	355	68 (19.2%)	113 (31.8%)	176 (49%)	10.859	0.004	Sig*
	Female	298	44 (14.8%)	132 (44.3%)	122 (40.9%)			
Habitation	Rural	380	59 (18.2%)	144 (37.9%)	167 (43.9%)	0.954	0.621	Not Sig
	Semi-Urban	273	43 (15.8%)	101 (37%)	129 (47.3%)			
Subject group taught	Language	280	47 (16.8%)	107 (38.2%)	126 (45%)	3.374	0.497	Not Sig
	Arts	201	29 (14.4%)	74 (36.8%)	98 (48.8%)			
	Science	172	36 (20.9%)	64 (37.2%)	72 (41.9%)			
Social Category	General	274	45 (16.4%)	103 (37.6%)	126 (46%)	6.821	0.338	Not Sig
	Scheduled Caste	155	22 (14.2%)	53 (34.2%)	80 (51.6%)			
	Other Backward Class	141	28 (19.9%)	60 (42.6%)	53 (37.6%)			
	Scheduled Tribe	83	17 (20.5%)	29 (34.9%)	37 (44.6%)			

Interpretation –

a) Pearson's chi-square test of independence was conducted to ascertain if there exists a significant association between levels of depersonalization and gender. A significant relationship was found {$\chi2(2) = 10.859$, $p < 0.01$}. This means that male teachers were more likely to possess high depersonalization (within gender 49%) and female teachers were more likely to possess moderate depersonalization (within gender 44.3%).

b) Pearson's chi-square test of independence was conducted to ascertain if there exists a significant association between levels of depersonalization and habitat. A not significant relationship was found {$\chi 2(2) = 0.954$, $p > 0.05$}. This means that teachers from rural habitation were more likely to possess high depersonalization (within habitat 43.9%) and teachers from semi-urban habitation were more likely to possess high depersonalization (within habitat 47.3%).

c) Pearson's chi-square test of independence was conducted to ascertain if there exists a significant association between levels of depersonalization and teaching subject group. A not significant relationship was found {$\chi 2(4) = 3.374$, $p > 0.05$}. This means that teachers from language group were more likely to possess high depersonalization (within teaching subject group 45%), teachers from arts group were more likely to possess high depersonalization (within teaching subject group 48.8%) and teachers from science group were more likely to possess high depersonalization (within teaching subject group 41.9%).

d) Pearson's chi-square test of independence was conducted to ascertain if there exists a significant association between levels of depersonalization and social category. A not significant relationship was found {$\chi 2(6) = 6.821$, $p > 0.05$}. This means that teachers from general category were more likely to possess high depersonalization (within social category 46%), teachers from scheduled caste category were more likely to possess high depersonalization (within social category 51.6%), teachers from other backward class category were more likely to possess moderate depersonalization (within social category 42.6%) and teachers from scheduled tribe category were more likely to possess high depersonalization (within social category 44.6%).

Table 4.7 Chi-square test of independence between the levels of personal accomplishment and variables

Variables	Levels	N	Low	Moderate	High	χ^2	P-value	Remarks
Gender	Male	355	50 (14.1%)	62 (17.5%)	243 (68.5%)	7.332	0.026	Sig*
	Female	298	24 (8.1%)	45 (15.1%)	229 (76.8%)			
Habitation	Rural	380	45 (11.8%)	58 (15.3%)	277 (72.9%)	0.955	0.620	Not Sig
	Semi-Urban	273	29 (10.6%)	49 (17.9%)	195 (71.4%)			
Subject group taught	Language	280	34 (12.1%)	42 (15%)	204 (72.9%)	3.218	0.522	Not Sig
	Arts	201	19 (9.5%)	40 (19.9%)	142 (70.6%)			
	Science	172	21 (12.2%)	25 (14.5%)	126 (73.3%)			
Social Category	General	274	17 (6.2%)	37 (13.5%)	220 (80.3%)	25.532	0.000	Sig*
	Scheduled Caste	155	17 (11%)	24 (15.5%)	114 (73.5%)			
	Other Backward Class	141	23 (16.3%)	29 (20.6%)	89 (63.1%)			
	Scheduled Tribe	83	17 (20.5%)	17 (20.5%)	49 (59%)			

Interpretation –

a) Pearson's chi-square test of independence was conducted to ascertain if there exists a significant association between levels of personal accomplishment and gender. A significant relation was found {$\chi 2(2) = 7.332$, $p < 0.05$}. This means that male teachers were more likely to possess high personal accomplishment (within gender 68.5%) and female teachers were

more likely to possess high personal accomplishment (within gender 76.8%).

b) Pearson's chi-square test of independence was conducted to ascertain if there exists a significant association between levels of personal accomplishment and habitat. A not significant relationship was found {$\chi 2(2) = 0.955, p > 0.05$}. This means that teachers from rural habitation were more likely to possess high personal accomplishment (within habitat 72.9%) and teachers from semi-urban habitation were more likely to possess high personal accomplishment (within habitat 71.4%).

c) Pearson's chi-square test of independence was conducted to ascertain if there exists a significant association between levels of personal accomplishment teaching subject group. A not significant relationship was found {$\chi 2(4) = 3.218, p > 0.05$}. This means that teachers from language group were more likely to possess high personal accomplishment (within teaching subject group 72.9%), teachers from arts group were more likely to possess high personal accomplishment (within teaching subject group 70.6%) and teachers from science group were more likely to possess high personal accomplishment (within teaching subject group 73.3%).

d) Pearson's chi-square test of independence was conducted to ascertain if there exists a significant association between levels of personal accomplishment and social category. A significant relationship was found {$\chi 2(6) = 25.532, p < 0.01$}. This means that teachers from general category were more likely to possess high personal accomplishment (within social category 80.3%), teachers from scheduled caste category were more likely to possess high personal accomplishment (within social category 73.5%), teachers from other backward class category were more likely to possess high personal accomplishment (within social category 63.1%) and teachers from scheduled tribe category were more likely to possess high personal accomplishment (within social category 59%).

An independent samples t-test was performed to assess whether there is a statistically significant difference in the mean scores of teachers' burnout, encompassing dimensions and mental health, across different levels of gender and habitation. The following tables provide the outcomes of individual independent samples t-tests for each of the two aforementioned variables in a comprehensive way.

Gender

Table 4.8 Independent samples t-test taking mean of teachers' burnout & mental health with categories of gender

Dependent Variables	Mean Score		t-value	p-value	Remarks
	Male (n=355)	Female (n=298)			
Emotional Exhaustion	16.15	16.11	0.048	0.962	Not Sig
Depersonalization	10.49	9.47	2.189	0.029	Sig*
Personal Accomplishment	28.51	23.76	5.613	0.000	Sig*
Mental Health	18.90	18.19	1.566	0.118	Not Sig

Sig*-Significant; Not Sig – Not Significant

Mean difference between male and female teachers in the following areas –

- Emotional Exhaustion: t(df=651) = 0.048, p > 0.05, that means male teachers have more emotional exhaustion than female counterparts and the difference was statistically not significant.
- Depersonalization: t(df=651) = 2.189, p < 0.05, that means male teachers have more depersonalization than female counterparts and the difference was statistically significant.
- Personal Accomplishment: t(df=651) = 5.613, p < 0.01, that means male teachers have more personal accomplishment than female counterparts and the difference was statistically significant.

- Mental Health: t(df=651) = 1.566, p > 0.05, that means male teachers have worse mental health than female counterparts and the difference was statistically not significant.

Habitat

Table 4.9 Independent samples t-test taking mean of teachers' burnout & mental health with categories of habitat

Dependent Variables	Mean Score		t-value	p-value	Remarks
	Rural (n=380)	Semi-Urban (n=273)			
Emotional Exhaustion	14.89	17.86	-4.069	0.000	Sig*
Depersonalization	9.47	10.80	-2.823	0.005	Sig*
Personal Accomplishment	26.27	26.44	-0.189	0.850	Not Sig
Mental Health	18.63	18.51	0.264	0.792	Not Sig

Sig*-Significant; Not Sig – Not Significant

Mean difference between rural and semi-urban teachers in the following areas –

- Emotional Exhaustion: t(df=651) = -4.069, p < 0.01, that means teachers from semi-urban habitation have more emotional exhaustion than teachers from rural habitation and the difference was statistically significant.
- Depersonalization: t(df=651) = -2.823, p < 0.01, that means teachers from semi-urban habitation have more depersonalization than teachers from rural habitation and the difference was statistically significant.
- Personal Accomplishment: t(df=651) = -0.189, p > 0.05, that means teachers from semi-urban habitation have more personal accomplishment than teachers from rural habitation and the difference was statistically not significant.

- Mental Health: t(df=651) = 0.264, p > 0.05, that means teachers from rural habitation have worse mental health than teachers from semi-urban habitation and the difference was not statistically significant.

One-way ANOVA was computed to see if the mean score of teachers' Burnout including dimensions and mental health varies significantly through the different levels of subject group taught and social category. The tables shown below exhibits the results of individual One-way ANOVA tests conducted for each of the three aforementioned variables in a comprehensive manner.

On fulfilling the assumptions of One-way ANOVA i.e.

i) requires a single dependent variable and a single independent variable.

ii) levels of independent variable should be independent of each other

iii) the dependent variable is at the interval or ratio level.

iv) the variances of the dependent variable for each level of the independent variable are equal.

Subject group taught

Table 4.10 One-way ANOVA taking mean of teachers' burnout & mental health with categories of subject group taught

Dependent Variables	Mean Score			ANOVA value	p-value	Remarks
	Language (n=280)	Arts (n=201)	Science (n=172)			
Emotional Exhaustion	14.03	15.09	20.77	32.603	0.000	Sig*
Depersonalization	9.98	10.70	9.32	2.530	0.080	Not Sig
Personal Accomplishment	26.83	26.19	25.73	0.548	0.578	Not Sig
Mental Health	18.49	18.64	18.64	0.055	0.946	Not Sig

Sig*-Significant; Not Sig – Not Significant

Mean difference between language group, arts group and science group teachers in the following areas –

- Emotional Exhaustion: f(df=2,650) = 32.603, p < 0.01, that means teachers teaching science group faced higher emotional exhaustion than language and arts group teachers and the difference was statistically significant.
- Depersonalization: f(df=2,650) = 2.530, p > 0.05, that means teachers teaching arts group showed higher depersonalization than language and science group teachers and the difference was not statistically significant.
- Personal Accomplishment: f(df=2,650) = 0.548, p > 0.05, that means teachers teaching language group had higher personal accomplishment than arts and science group teachers and the difference was not statistically significant.
- Mental Health: f(df=2,650) = 0.055, p > 0.05, that means teachers teaching arts and science group showed worse mental health than language group teachers and the difference was not statistically significant.

Social Category

Table 4.11 One-way ANOVA taking mean of teachers' burnout & mental health with categories of social category

Dependent Variables	Mean Score				ANOVA value	p-value	Remarks
	General (n=274)	SC (n=155)	OBC (n=141)	ST (n=83)			
Emotional Exhaustion	16.08	16.46	15.52	16.72	0.384	0.765	Not Sig
Depersonalization	10.04	10.43	9.43	10.27	0.764	0.514	Not Sig
Personal Accomplishment	24.27	26.68	27.87	29.98	7.395	0.000	Sig*
Mental Health	18.13	18.27	18.67	20.46	3.705	0.012	Sig*

Sig*-Significant; Not Sig – Not Significant

Mean difference between General, SC, OBC, ST teachers in the following areas –

- Emotional Exhaustion: $f(df=3,649) = 0.384$, $p > 0.05$, that means scheduled tribe teachers showed higher emotional exhaustion than teachers from General, SC, OBC categories and the difference was not statistically significant.
- Depersonalization: $f(df=3,649) = 0.764$, $p > 0.05$, that means scheduled caste teachers showed higher depersonalization than teachers from General, ST, OBC categories and the difference was not statistically significant.
- Personal Accomplishment: $f(df=3,649) = 7.395$, $p < 0.01$, that means scheduled tribe teachers showed higher personal accomplishment than teachers from General, SC, OBC categories and the difference was statistically significant.
- Mental Health: $f(df=3,649) = 3.705$, $p < 0.05$, that means scheduled tribe teachers appeared with worse mental health than teachers from General, SC, OBC categories and the difference was statistically significant.

Pearson's Correlation Coefficient was performed to examine if teachers' Burnout including dimensions and mental health correlates significantly based on teaching experience. The table shown below exhibits the results of Pearson's correlation tests conducted for aforementioned variable in a comprehensive manner.

- On fulfilling the assumptions of Pearson's correlation i.e.

  i) The relationship between the two variables should be approximately linear.

  ii) The variables being correlated should be measured on at least an interval scale.

Emotional exhaustion and Teaching experience

Table 4.12 Pearson Correlation Coefficient of teachers' emotional exhaustion with teaching experience

Pearson's Correlation			
		Emotional exhaustion	**Teaching experience**
Emotional exhaustion	Pearson Correlation	**1**	**0.119***
	Sig. (2-tailed)		**0.002**
	N	**653**	**653**
Teaching experience	Pearson Correlation	**0.119***	**1**
	Sig. (2-tailed)	**0.002**	
	N	**653**	**653**
***Correlation is significant at the 0.01 level (2-tailed).**			

According to Table 4.12, a very weak positive but statistically significant association exists between emotional exhaustion and teaching experience, with a coefficient value of r = 0.119 and a p value of 0.002 ($p<0.05$). Therefore, the null hypothesis is rejected at 0.05 level.

Hence, it can be concluded from above table that increasing in years of teaching experience is resulting into high emotional exhaustion.

Depersonalization and Teaching experience

Table 4.13 Pearson Correlation Coefficient of teachers' depersonalization with teaching experience

Pearson's Correlation			
		Depersonalization	**Teaching experience**
Depersonalization	Pearson Correlation	**1**	**0.101***
	Sig. (2-tailed)		**0.010**
	N	**653**	**653**
Teaching experience	Pearson Correlation	**0.101***	**1**
	Sig. (2-tailed)	**0.010**	
	N	**653**	**653**
***Correlation is significant at the 0.01 level (2-tailed).**			

According to Table 4.13, a very weak positive but statistically significant association between depersonalization and teaching experience, with a coefficient value of r = 0.101 and a p value of 0.010 ($p<0.05$). Therefore, the null hypothesis is rejected at 0.05 level.

Hence, it can be concluded from above table that increasing in years of teaching experience is resulting into high depersonalization.

Personal accomplishment and Teaching experience

Table 4.14 Pearson Correlation Coefficient of teachers' depersonalization with teaching experience

Pearson's Correlation			
		Personal accomplishment	**Teaching experience**
Personal accomplishment	Pearson Correlation	**1**	**0.031**
	Sig. (2-tailed)		**0.432**
	N	**653**	**653**
Teaching experience	Pearson Correlation	**0.031**	**1**
	Sig. (2-tailed)	**0.432**	
	N	**653**	**653**

According to Table 4.14, a very weak positive but not statistically significant association between personal accomplishment and teaching experience, with a coefficient value of r = 0.031 and a p value of 0.432 (p>0.05). Therefore, the null hypothesis is retained at 0.05 level.

Hence, it can be concluded from above table that increasing in years of teaching experience is resulting into high personal accomplishment.

Mental health and Teaching experience

Table 4.15 Pearson Correlation Coefficient of teachers' mental health with teaching experience

Pearson's Correlation			
		Mental health	**Teaching experience**
Mental health	Pearson Correlation	**1**	**-0.020**
	Sig. (2-tailed)		**0.607**
	N	**653**	**653**
Teaching experience	Pearson Correlation	**-0.020**	**1**
	Sig. (2-tailed)	**0.607**	
	N	**653**	**653**

According to Table 4.15, a very weak negative but not statistically significant association between mental health and teaching experience, with a coefficient value of r = -0.020 and a p value of 0.607 (p>0.05). Therefore, the null hypothesis is retained at 0.05 level.

Hence, it can be concluded from above table that increasing in years of teaching experience is resulting into worse mental health.

Mental health and Emotional exhaustion

Table 4.16 Pearson Correlation Coefficient of teachers' mental health with Emotional exhaustion

Pearson's Correlation			
		Mental health	**Emotional exhaustion**
Mental health	Pearson Correlation	**1**	**0.072**
	Sig. (2-tailed)		**0.067**
	N	**653**	**653**
Emotional exhaustion	Pearson Correlation	**0.072**	**1**
	Sig. (2-tailed)	**0.067**	
	N	**653**	**653**

According to Table 4.16, a very weak positive but not statistically significant association between mental health and emotional exhaustion, with a coefficient value of r = 0.072 and a p value of 0.067 (p>0.05). Therefore, the null hypothesis is retained at 0.05 level.

Hence, it can be concluded from above table that increasing emotional exhaustion is resulting into worse mental health.

Mental health and Depersonalization

Table 4.17 Pearson Correlation Coefficient of teachers' mental health with Depersonalization

Pearson's Correlation			
		Mental health	**Depersonalization**
Mental health	Pearson Correlation	**1**	**0.054**
	Sig. (2-tailed)		**0.171**
	N	**653**	**653**
Depersonalization	Pearson Correlation	**0.054**	**1**
	Sig. (2-tailed)	**0.171**	
	N	**653**	**653**

According to Table 4.17, a very weak positive but not statistically significant association between mental health and depersonalization, with a coefficient value of r = 0.054 and a p value of 0.171 (p>0.05). Therefore, the null hypothesis is retained at 0.05 level.

Hence, it can be concluded from above table that increasing depersonalization is resulting into worse mental health.

Mental health and Personal accomplishment

Table 4.18 Pearson Correlation Coefficient of teachers' mental health with Personal accomplishment

Pearson's Correlation			
		Mental health	**Personal accomplishment**
Mental health	Pearson Correlation	**1**	**0.055**
	Sig. (2-tailed)		**0.158**
	N	**653**	**653**
Personal accomplishment	Pearson Correlation	**0.055**	**1**
	Sig. (2-tailed)	**0.158**	
	N	**653**	**653**

According to Table 4.17, a very weak positive but not statistically significant association between mental health and Personal accomplishment, with a coefficient value of r = 0.055 and a p value of 0.158 (p>0.05). Therefore, the null hypothesis is retained at 0.05 level.

Hence, it can be concluded from above table that increasing personal accomplishment is resulting into worse mental health.

4.2.1 Hypotheses testing matrix

Table 4.19 Hypotheses Testing Matrix

Hypothesis No.	Hypothesis	Decision
$H_0$1	There is no significant relationship among the levels of teacher's emotional exhaustion and their gender.	**Rejected**
$H_0$2	There is no significant relationship among the levels of teacher's emotional exhaustion and their habitat.	**Rejected**
$H_0$3	There is no significant relationship among the levels of teacher's emotional exhaustion and their subject group taught.	**Rejected**
$H_0$4	There is no significant relationship among the levels of teacher's emotional exhaustion and their social category.	**Failed to reject**
$H_0$5	There is no significant relationship among the levels of teacher's depersonalization and their gender.	**Rejected**
$H_0$6	There is no significant relationship among the levels of teacher's depersonalization and their habitat.	**Failed to reject**

$H_0$7	There is no significant relationship among the levels of teacher's depersonalization and their subject group taught.	**Failed to reject**
$H_0$8	There is no significant relationship among the levels of teacher's depersonalization and their social category.	**Failed to reject**
$H_0$9	There is no significant relationship among the levels of teacher's personal accomplishment and their gender.	**Rejected**
$H_0$10	There is no significant relationship among the levels of teacher's personal accomplishment and their habitat.	**Failed to reject**
$H_0$11	There is no significant relationship among the levels of teacher's personal accomplishment and their subject group taught.	**Failed to reject**
$H_0$12	There is no significant relationship among the levels of teacher's personal accomplishment and their social category.	**Rejected**
$H_0$13	There is no significant mean difference of emotional exhaustion scores among teachers in terms of their gender.	**Failed to reject**

$H_0$14	There is no significant mean difference of depersonalization scores among teachers in terms of their gender.	**Rejected**
$H_0$15	There is no significant mean difference of personal accomplishment scores among teachers in terms of their gender.	**Rejected**
$H_0$16	There is no significant mean difference of mental health scores among teachers in terms of their gender.	**Failed to reject**
$H_0$17	There is no significant mean difference of emotional exhaustion scores among teachers in terms of their habitat.	**Rejected**
$H_0$18	There is no significant mean difference of depersonalization scores among teachers in terms of their habitat.	**Rejected**
$H_0$19	There is no significant mean difference of personal accomplishment scores among teachers in terms of their habitat.	**Failed to reject**
$H_0$20	There is no significant mean difference of mental health scores among teachers in terms of their habitat.	**Failed to reject**

$H_0$21	There is no significant mean difference of emotional exhaustion scores among teachers in terms of their subject group taught.	**Rejected**
$H_0$22	There is no significant mean difference of depersonalization scores among teachers in terms of their subject group taught.	**Failed to reject**
$H_0$23	There is no significant mean difference of personal accomplishment scores among teachers in terms of their subject group taught.	**Failed to reject**
$H_0$24	There is no significant mean difference of mental health scores among teachers in terms of their subject group taught.	**Failed to reject**
$H_0$25	There is no significant mean difference of emotional exhaustion scores among teachers in terms of their social category.	**Failed to reject**
$H_0$26	There is no significant mean difference of depersonalization scores among teachers in terms of their social category.	**Failed to reject**
$H_0$27	There is no significant mean difference of personal accomplishment scores among teachers in terms of their social category.	**Rejected**
$H_0$28	There is no significant mean difference of mental health scores among teachers in terms of their social category.	**Rejected**

$H_0$29	There is no significant correlation between teachers' emotional exhaustion and teaching experience.	**Rejected**
$H_0$30	There is no significant correlation between teachers' depersonalization and teaching experience.	**Rejected**
$H_0$31	There is no significant correlation between teachers' personal accomplishment and teaching experience.	**Failed to reject**
$H_0$32	There is no significant correlation between teachers' mental health and teaching experience.	**Failed to reject**
$H_0$33	There is no significant correlation between teachers' mental health and emotional exhaustion.	**Failed to reject**
$H_0$34	There is no significant correlation between teachers' mental health and depersonalization.	**Failed to reject**
$H_0$35	There is no significant correlation between teachers' mental health and personal accomplishment.	**Failed to reject**

References

Kothari, C. R. (1989). Research Methodology – Methods and Techniques. *New age international limited, India.*

Mangal, S. K. (2014). Statistics in Psychology and Education (2nd Ed). *New Delhi: PHI learning Pvt. Ltd, India.*

Garrett, H. (1979). Statistics in Psychology and education (2nd Ed). *Hyderabad: International Book Bureau, India.*

Creswell, J. W. (2012). Educational research- Planning, Conducting and Evaluating Qualitative and Quantitative Research (4th Ed). *PHI learning Pvt. Ltd, India.*

CHAPTER – V

DISCUSSION AND CONCLUSION

CHAPTER - V

DISCUSSION AND CONCLUSION

The major objective was to examine the occurrence and determinants of burnout and mental health problems among high school teachers in the East Medinipur, West Medinipur, Bankura, Purulia, Jhargram and Hooghly districts of West Bengal, India. The researcher conducted a survey of high school teachers in in West Bengal. The researcher employed the simple random sampling method to select samples that would accurately represent the entire population. Subsequently, the researcher chose suitable samples to investigate the relationship between burnout and mental health among teachers, while also considering their socio-demographic information. This was done to gain insight into the current state of teacher burnout and mental health.

5.1 Summary of Findings

5.1.1 Findings based on Teacher's Emotional Exhaustion

- Male teachers have higher prevalence of emotional exhaustion than female teachers but the found difference was not statistically significant. Level wise comparison of emotional exhaustion by gender found a statistically significant relationship.
- Teachers from semi-urban habitation showed higher prevalence of emotional exhaustion than rural teachers and the found difference was statistically significant. Level wise comparison of emotional exhaustion by habitation also found a statistically significant relationship.
- Teachers of science subject group possessed higher emotional exhaustion than teachers of arts and language group and the found difference was statistically significant. Level wise comparison of emotional exhaustion by subject group taught also found a statistically significant relationship.
- Teachers from scheduled tribe category appeared with higher emotional exhaustion than teachers from general, SC and OBC social categories but the

found difference was not statistically significant. Again, Level wise comparison of emotional exhaustion by social category found a not statistically significant relationship.

5.1.2 Findings based on Teacher's Depersonalization

- Male teachers have higher prevalence of depersonalization than female teachers and the found difference was statistically significant. Level wise comparison of depersonalization by gender also found a statistically significant relationship.
- Teachers from semi-urban habitation showed higher prevalence of depersonalization than rural teachers and the found difference was statistically significant. On the other hand, level wise comparison of depersonalization by habitation found a not statistically significant relationship.
- Teachers of arts subject group possessed higher depersonalization than teachers of science and language group but the found difference was not statistically significant. Again, level wise comparison of depersonalization by subject group taught found a not statistically significant relationship.
- Teachers from scheduled caste category appeared with higher depersonalization than teachers from general, ST and OBC social categories but the found difference was not statistically significant. Again, Level wise comparison of depersonalization by social category found a not statistically significant relationship.

5.1.3 Findings based on Teacher's Personal Accomplishment

- Male teachers have higher prevalence of personal accomplishment than female teachers and the found difference was statistically significant. Level wise comparison of personal accomplishment by gender also found a statistically significant relationship.
- Teachers from semi-urban habitation showed higher prevalence of personal accomplishment than rural teachers but the found difference was

not statistically significant. Again, level wise comparison of personal accomplishment by habitation found a not statistically significant relationship.

- Teachers of language subject group possessed higher personal accomplishment than teachers of arts and science group but the found difference was not statistically significant. Again, level wise comparison of personal accomplishment by subject group taught found a not statistically significant relationship.
- Teachers from scheduled tribe category appeared with higher personal accomplishment than teachers from general, SC and OBC social categories and the found difference was statistically significant. Level wise comparison of personal accomplishment by social category also found a statistically significant relationship.

5.1.4 Findings based on Teacher's Mental Health

- Male teachers appeared with poor mental health than female teachers but the found difference was not statistically significant.
- Teachers from rural habitation appeared with poor mental health than teachers from semi-urban habitation but the found difference was not statistically significant.
- Teachers of language subject group possessed positive/better mental health than teachers of arts and science group but the found difference was not statistically significant.
- Teachers from scheduled tribe category appeared with worse mental health than teachers from general, SC and OBC social categories and the found difference was statistically significant.

5.1.5 Findings based on correlation between burnout and teaching experience

- Emotional exhaustion and teaching experience was significantly positively correlated to each other, though the correlation was very weak and

indicating that increasing in years of teaching experience is resulting into high emotional exhaustion.

- Depersonalization and teaching experience was significantly positively correlated to each other, indicating that increasing in years of teaching experience is resulting into high depersonalization.
- Personal accomplishment and teaching experience was positively correlated to each other, indicating that increasing in years of teaching experience is resulting into high personal accomplishment.

5.1.6 Findings based on correlation between mental health and teaching experience

- Mental health and teaching experience was negatively correlated each other, indicating that increasing in years of teaching experience is resulting into worse mental health.

5.1.7 Findings based on correlation between mental health and emotional exhaustion

- Mental health and emotional exhaustion were positively correlated each other, indicating that increasing emotional exhaustion is resulting into worse mental health.

5.1.8 Findings based on correlation between mental health and depersonalization

- Mental health and depersonalization were positively correlated each other, indicating that increasing depersonalization is resulting into worse mental health.

5.1.9 Findings based on correlation between mental health and personal accomplishment

- Mental health and personal accomplishment were positively correlated each other, indicating that increasing personal accomplishment is resulting into worse mental health.

5.2 Discussion

The main focus of this study was to examine the occurrence and determinants of job-related burnout and mental health problems among high school teachers in West Bengal. The primary goal was further delineated into four subordinate objectives as –

i) To know how far the school teachers in West Bengal have experienced job related burnout in terms of emotional exhaustion, depersonalization, and personal accomplishment.

ii) To understand the present state of mental health of school teachers in West Bengal.

iii) To see whether personal and professional characteristics of the school teachers result in variation of their job-related burnout and mental health.

iv) To examine the relationship between teachers' burnout along with its different facets and their mental health.

Findings of objective 1 revealed that most of the teachers possessed low level of emotional exhaustion, high level of depersonalization and high level of personal accomplishment. It is obvious because teachers frequently derive satisfaction from observing the progress of their students, which gives them a feeling of purpose that helps to alleviate emotional fatigue. Furthermore, the presence of a nurturing educational setting and the implementation of efficient mechanisms for managing stress play a significant role in fostering their ability to bounce back. No studies conducted in West Bengal that showed similar finding to our result but a study conducted by Costa & Silva (2012) yielded that various age groups of teachers variate teachers' emotional exhaustion, depersonalisation and personal

accomplishment as teachers from lower age groups i.e, 20-30 years had experienced high emotional exhaustion, depersonalisation and personal accomplishment while mid age group teachers i.e, 30-35 years showed low level of emotional exhaustion, depersonalisation and personal accomplishment. The main factor that largely affects teacher burnout is the pressure of time constraints. Additionally, discipline issues, lack of student enthusiasm, and conflicting values also contribute to emotional tiredness (Skaalvik & Skaalvik, 2017). Another study revealed that various factors contribute to teacher burnout, with female teachers being more prone to experiencing emotional exhaustion and diminished personal achievement. In contrast, male teachers are more susceptible to depersonalization. Additionally, elementary school teachers are particularly vulnerable to emotional exhaustion and reduced personal accomplishment (Vercambre et al., 2009).

Findings of objective 2 revealed that neither poor or not high but moderate level of mental health was found among the teachers of West Bengal. Similar results were found on a study that showed majority of high school teachers were moderately mentally healthy (Capone & Petrillo, 2018; Rosli & Bakar, 2021). Nagai et al. (2007) conducted a study among Japanese school teachers and the study exposed that especially female instructors, who experience poor mental health, were more likely to feel dissatisfied with their employment and had an increased probability of developing minor psychiatric problems. Titheradge et al. (2019) found that the primary school teachers exhibit elevated and enduring levels of psychological distress, underscoring the pressing necessity for mental health assistance. Borrelli et al. (2014) conducted a study among Italian state school teachers and the findings yielded that the combination of a high demand for jobs and a lack of social support has a substantial impact on the emotional well-being of teachers. Another emerging finding showed that the mental well-being of primary and middle school teachers is notably lower compared to the overall population, characterized by prevalent symptoms such as compulsion, interpersonal connections disturbance, paranoia, and melancholia (Li, 2016).

Findings of objective 3 uncovered that male teachers who were hailing from semi-urban habitation, taught science subject group in school and belonged to scheduled tribe category possessed higher level of emotional exhaustion. No handful studies were found that showed that the male teachers had higher prevalence of emotional exhaustion. The study of Vercambre et al. (2009) revealed that various factors contribute to teacher burnout, with female teachers being more prone to experiencing emotional exhaustion and diminished personal achievement. In contrast, male teachers are more susceptible to depersonalization. Additionally, elementary school teachers are particularly vulnerable to emotional exhaustion and reduced personal accomplishment. Another study done by Kreuzfeld & Seibt (2022) found that the female educators exhibit a tendency to excessively dedicate themselves and encounter heightened emotional fatigue, resulting in premature retirement. In contrast, both males and females face comparable work demands and stress levels, with high workloads serving as the primary cause for early retirement. Again, no comprehensive research has been identified that investigates the different habitations of teachers as a significant factor contributing to high or low emotional exhaustion. Present study found that teachers who taught science subject group have found with greater emotional exhaustion. It is apparent because teaching science frequently entails managing intricate subjects, thorough preparation, and adjusting to new curricula, resulting in heightened emotional fatigue among teachers in the science discipline and no exhaustive research has been found that examines the different subjects taught by teachers as a key factor in contributing to high or low emotional exhaustion. None of the previous studies exhibited congruity or incongruity with present finding. But a study conducted by Merzlyakova (2022) affirmed that subject teachers who possess a high level of professional expertise are more prone to experiencing professional burnout. However, they also demonstrate more intellectual growth, inventiveness, and humanistic qualities compared to teachers with poor professional skill.

Within the confines of the research's sampling region, it was discovered that male teachers exhibited inferior mental health compared to their female counterparts. Similar findings have been found in other studies as male teachers had poor mental health than female teachers (Pachaiyappan & Raj, 2012; Kaur, 2017; Ravikumar & Shanmugam, 2022). Dissimilar findings also have been found that that female teacher displayed poorer mental well-being in comparison to their male colleagues (Bi-hui, 2004; Yan-li, 2006; Delcea, 2021). Again, teachers residing in rural areas exhibited a higher prevalence of mental health issues compared to teachers residing in semi-urban areas. However, this difference was not determined to be statistically significant. Similar studies compared mental health of rural teachers with urban teachers but no studies had been conducted on this particular context. Though, a study showed that poor workplace environment has predicted poor mental health of teachers (Peele & Wolf, 2020). Another emerging finding suggested that teachers who taught language subjects, they possessed positive mental health than teachers who taught arts and science group subjects. It might be possible due to the presence of autonomy and flexibility in language teaching can have a good impact on mental well-being, whereas science teachers may experience pressures associated with curricular requirements and standardized testing. Personal experiences and support networks are also crucial factors in determining mental health outcomes.

Findings of objective 4 revealed that teaching experience and burnout were positively correlated in terms of emotional exhaustion, depersonalization and personal accomplishment. Though the correlations were very weak, which indicated that the increasing years of teaching lead to job-related burnout among teachers. Similar findings had appeared in some studies conducted by Faskhodi & Siyyari, 2018; Gicheva, 2020; Dias et al., 2021. Again, the study found a negative correlation between mental health and teaching experience, suggesting that an increase in years of teaching experience is associated with poorer mental health. Increased years of teaching experience may correlate with diminished mental well-being (Galloway et al, 1984; Galgotra, 2013) as a result of accumulating stress,

burnout, and additional obligations. The intricate correlation between teaching experience and mental well-being is influenced by the ongoing adjustment to educational changes and the possible dearth of resources. Both personal resilience and support from the organization are crucial in addressing and reducing these obstacles.

5.3 Educational implications of the study

The study has significant educational ramifications that impact multiple aspects of the educational system. Firstly, the findings can provide insight into the factors that contribute to teacher burnout, including heavy workloads, insufficient resources, and inadequate support. Educational institutions might utilize this data to formulate programs aimed at enhancing teacher well-being, hence bolstering teacher retention. An established and proficient teaching faculty has a favourable influence on the calibre of education.

Secondly, the findings can inform the creation of focused professional development programs designed to tackle specific stressors highlighted in the study. These programs can prioritize stress management, time management, and coping techniques, assisting teachers in developing resilience and effectively navigating the obstacles of their career.

Thirdly, educational institutions might utilize the research findings to evaluate and improve the existing support mechanisms for instructors. This may entail offering sufficient resources, implementing mentorship programs, and fostering a healthy school atmosphere. Administrators can utilize the findings to design policies that give priority to the well-being of teachers and cultivate a collaborative and friendly work atmosphere.

Fourthly, the findings of the study could impact curriculum design by promoting the implementation of a more equitable distribution of tasks for teachers. Teachers experiencing burnout frequently encounter difficulties due to overwhelming demands, and a reassessment of curricular expectations can assist

in achieving a more optimal equilibrium between educational goals and feasible workload expectations.

Fifthly, student outcomes can be directly affected by teacher burnout. The study's findings suggest that measures aimed at preserving a high-calibre teaching workforce can have a beneficial impact on student engagement, performance, and general well-being. An optimal teacher-student relationship is crucial for establishing a favourable learning environment.

Sixthly, the study's findings can be utilized by policymakers to shape education policies at the local, regional, or national levels. This may entail promoting policies that are favourable to teachers, tackling underlying structural problems that contribute to burnout, and allocating resources to bolster the mental health and overall well-being of teachers.

Lastly, educational leaders and policymakers ought to integrate the research findings into their decision-making processes. Adopting evidence-based decision-making ensures that strategies and policies are grounded in a comprehensive comprehension of the difficulties instructors encounter, enabling the implementation of more efficient solutions.

5.4 Scope for further studies

i. The research was carried out on a sample of teachers employed in both secondary and higher secondary educational institutions. Additional research might be conducted on elementary-aged level and tertiary levels.

ii. The current investigation was specifically focused on teachers hailing only from the state of West Bengal. Further research may be conducted by a comparative study including other states and countries.

iii. Additional research may be conducted by include administrators, management personnel, and even parents in the study. Educators throughout several educational tiers including elementary, college, and university levels.

iv. In the present study, The Maslach Burnout Inventory (MBI- ES) developed by Maslach and Jackson and General Health Questionnaire (GHQ-12) developed by Dr. David Goldberg and Dr. Peter Williams were used. Further studies can be done taking other scales on Burnout and mental health.

References

Rosli, A., & Bakar, A. (2021). The Mental Health State and Psychological Well-Being of School Teachers during COVID-19 Pandemic in Malaysia. *Bisma The Journal of Counseling.* https://doi.org/10.23887/bisma.v5i3.42015.

Costa, B., & Silva, N. (2012). Analysis of environmental factors affecting the quality of teacher's life of public schools from Umuarama. *Work,* 41 Suppl 1, 3693-700. https://doi.org/10.3233/WOR-2012-0673-3693.

Skaalvik, E., & Skaalvik, S. (2017). Dimensions of teacher burnout: relations with potential stressors at school. *Social Psychology of Education,* 20, 775-790. https://doi.org/10.1007/S11218-017-9391-0.

Vercambre, M., Brosselin, P., Gilbert, F., Nerriere, É., & Kovess-Masfety, V. (2009). Individual and contextual covariates of burnout: a cross-sectional nationwide study of French teachers. *BMC Public Health,* 9, 333 - 333. https://doi.org/10.1186/1471-2458-9-333.

Titheradge, D., Hayes, R., Longdon, B., Allen, K., Price, A., Hansford, L., Nye, E., Ukoumunne, O., Byford, S., Norwich, B., Fletcher, M., Logan, S., & Ford, T. (2019). Psychological distress among primary school teachers: a comparison with clinical and population samples. *Public health,* 166, 53-56 . https://doi.org/10.1016/j.puhe.2018.09.022.

Borrelli, I., Benevene, P., Fiorilli, C., D'Amelio, F., & Pozzi, G. (2014). Working conditions and mental health in teachers: a preliminary study. *Occupational medicine*, 64 7, 530-2 . https://doi.org/10.1093/occmed/kqu108.

Li, C. (2016). Investigation on Mental Health of Primary and Middle School Teachers. https://doi.org/10.2991/mse-15.2016.37.

Kreuzfeld, S., & Seibt, R. (2022). Gender-Specific Aspects of Teachers Regarding Working Behavior and Early Retirement. *Frontiers in Psychology,* 13. https://doi.org/10.3389/fpsyg.2022.829333.

Merzlyakova, D. (2022). Features of the Psychological Health of Teachers of Different Levels of Professional Skill in the Context of Digital Transformation of the Educational Process. *Psychological-Educational Studies*. https://doi.org/10.17759/psyedu.2022140204.

Pachaiyappan, P., & Raj, D. (2012). Mental Health of Secondary and Higher Secondary School Teachers – An Analysis. *International journal of scientific research,* 3, 149-152. https://doi.org/10.15373/22778179/FEB2014/37.

Kaur, I. (2017). Mental Health In Relation To Sex of Special Education School Teachers. , 4. https://doi.org/10.21922/SRJHSEL.V4I23.9762.

Ravikumar, P., & Shanmugam, P. (2022). study on mental health of students teacher in relation to their achievement in education psychology. *International journal of health sciences*. https://doi.org/10.53730/ijhs.v6ns3.7467.

Yan-li, Z. (2006). A Survey of Mental Health Conditions of Female Teachers in Higher Institutions. *Journal of China Women's University.*

Bi-hui, R. (2004). The Trend of the Teachers College Female Students 'Ideological Work from the Psychological State. Journal of Daxian Teachers College.

Delcea, C. (2021). Romeos In Lockdown - One Year On. International Journal of Advanced Studies in Sexology. https://doi.org/10.46388/ijass.2021.13.50.

Peele, M., & Wolf, S. (2020). Predictors of anxiety and depressive symptoms among teachers in Ghana: Evidence from a randomized controlled trial. *Social science & medicine,* 253, 112957. https://doi.org/10.1016/j.socscimed.2020.112957.

Dias, P., Peixoto, R., & Cadime, I. (2021). Associations between burnout and personal and professional characteristics: a study of Portuguese teachers. *Social Psychology of Education,* 24, 965 - 984. https://doi.org/10.1007/s11218-021-09640-z.

Gicheva, D. (2020). Altruism and Burnout: Long Hours in the Teaching Profession. ILR Review, 75, 427 - 457. https://doi.org/10.1177/0019793920981055.

Faskhodi, A., & Siyyari, M. (2018). Dimensions of Work Engagement and Teacher Burnout: A Study of Relations among Iranian EFL Teachers. Australian *Journal of Teacher Education,* 43, 78-93. https://doi.org/10.14221/AJTE.2018V43N1.5.

Galgotra, M. (2013). Mental Health of High School Teachers In Relation To Their Sex, Experience And Job Satisfaction. *International journal of engineering research and technology*, 2.

Galloway, D., Panckhurst, F., Boswell, K., Boswell, C., & Green, K. (1984). Mental Health, Absences from Work, Stress and Satisfaction in a Sample of New Zealand Primary School Teachers. *Australian and New Zealand Journal of Psychiatry,* 18, 359 - 363. https://doi.org/10.3109/00048678409158798.

BIBLIOGRAPHY

BIBLIOGRAPHY

Abel, M., & Sewell, J. (1999). Stress and Burnout in Rural and Urban Secondary School Teachers. *Journal of Educational Research*, 92, 287-293. https://doi.org/10.1080/00220679909597608.

Agyapong, B., Wei, Y., da Luz Dias, R., & Agyapong, V. I. O. (2022). Burnout and associated psychological problems among teachers and the impact of the Wellness4Teachers supportive text messaging program: protocol for a cross-sectional and program evaluation study. *JMIR Research Protocols*, *11*(7), e37934.

Aliakbari, A. (2015). The impact of job satisfaction on teachers' mental health: A case study of the teachers of Iranian Mazandaran province. *World Scientific News*, *12*, 1-11.

Aluh, D., Dim, O., & Anene-Okeke, C. (2018). Mental health literacy among Nigerian teachers. *Asia-Pacific Psychiatry,* 10. https://doi.org/10.1111/appy.12329.

Amirhosseini, M., Ghaleh, O. S., Heydari, F., Hami, M., & Shahriari, B. (2021). Influence of Physical Fitness on Job Burnout and Mental Health among Female Physical Education Teachers. *Journal of Hunan University Natural Sciences*, *48*(8).

Anderson, M., Werner-Seidler, A., King, C., Gayed, A., Harvey, S., & O'Dea, B. (2018). Mental Health Training Programs for Secondary School Teachers: A Systematic Review. *School Mental Health*, 1-20. https://doi.org/10.1007/S12310-018-9291-2.

Anderson, R., & Williams, S. (2020). Administrative Pressures and Teacher Job Satisfaction: A Qualitative Analysis. *Journal of Educational Administration,* 36(4), 521-536.

Antoniou, A. S., Ploumpi, A., & Ntalla, M. (2013). Occupational stress and professional burnout in teachers of primary and secondary education: The role of coping strategies. *Psychology*, *4*(03), 349.

Asimeng-Boahene, L. (2003). Understanding and preventing burnout among social studies teachers in Africa. *The Social Studies*, *94*(2), 58-62. Brock, B. L., & Grady, M. L. (2000). *Rekindling the flame: Principals combating teacher burnout*. Corwin Press.

Baker, C. N., Peele, H., Daniels, M., Saybe, M., Whalen, K., Overstreet, S., & The New Orleans, T. I. S. L. C. (2021). The experience of COVID-19 and its impact on teachers' mental health, coping, and teaching. *School Psychology Review*, *50*(4), 491-504.

Barton, G., McKay, L., Garvis, S., & Sappa, V. (2020). Introduction: Defining and Theorising Key Concepts of Resilience and Well-Being and Arts-Based Research. , 1-12. https://doi.org/10.1007/978-3-030-26053-8_1.

Bauer, J., Stamm, A., Virnich, K., Wissing, K., Müller, U., Wirsching, M., & Schaarschmidt, U. (2006). Correlation between burnout syndrome and psychological and psychosomatic symptoms among teachers. *International archives of occupational and environmental health*, *79*, 199-204.

Bayani, A. A., & Samiei, R. (2015). The effect of job stress and job burnout on mental health of elementary teachers: Examining a hypothetical model. *Iranian Journal of Health Education and Health Promotion*, *2*(4), 312-321.

Beer, J., & Beer, J. (1992). Burnout and stress, depression and self-esteem of teachers. *Psychological Reports*, *71*(3_suppl), 1331-1336.

Best, J. W. (1997). Research in Education, New Delhi: *Prentice- Hall of India Private Limited.*

Bibou-Nakou, I., Stogiannidou, A., & Kiosseoglou, G. (1999). The Relation between Teacher Burnout and Teachers' Attributions and Practices Regarding School

Behaviour Problems. *School Psychology International*, 20, 209 - 217. https://doi.org/10.1177/0143034399020002004.

Bi-hui, R. (2004). The Trend of the Teachers College Female Students 'Ideological Work from the Psychological State. Journal of Daxian Teachers College.

Borrelli, I., Benevene, P., Fiorilli, C., D'Amelio, F., & Pozzi, G. (2014). Working conditions and mental health in teachers: a preliminary study. *Occupational medicine*, 64 7, 530-2 . https://doi.org/10.1093/occmed/kqu108.

Brouwers, A., & Tomic, W. (2000). A longitudinal study of teacher burnout and perceived self-efficacy in classroom management. *Teaching and Teacher education*, *16*(2), 239-253.

Burke, R. J., & Greenglass, E. R. (1989). Psychological burnout among men and women in teaching: An examination of the Cherniss model. *Human Relations*, *42*(3), 261-273.

Capel, S. A. (1991). A longitudinal study of burnout in teachers. *British Journal of Educational Psychology*, *61*(1), 36-45.

Capone, V., & Petrillo, G. (2020). Mental health in teachers: Relationships with job satisfaction, efficacy beliefs, burnout and depression. *Current Psychology*, *39*, 1757-1766.

Carod-Artal, F. J., & Vázquez-Cabrera, C. (2012). Burnout syndrome in an international setting. In *Burnout for experts: Prevention in the context of living and working* (pp. 15-35). Boston, MA: Springer US.

Caruso, A., Giammanco, M., & Gitto, L. (2014). Burnout Experience Among Teachers: A Case Study. *Mediterranean Journal of Clinical Psychology*, 2. https://doi.org/10.6092/2282-1619/2014.2.1023.

Cavallari, J. M., Garza, J. L., Charamut, N. R., Szarka, C., Perry, S. D., Laguerre, R. A., ... & Dugan, A. G. (2023). Impact of work schedule characteristics on teacher

mental health and burnout symptoms while remote working. *American Journal of Industrial Medicine*.

Chang, M. (2009). An Appraisal Perspective of Teacher Burnout: Examining the Emotional Work of Teachers. *Educational Psychology Review*, 21, 193-218. https://doi.org/10.1007/S10648-009-9106-Y.

Costa, B., & Silva, N. (2012). Analysis of environmental factors affecting the quality of teacher's life of public schools from Umuarama. *Work,* 41 Suppl 1, 3693-700. https://doi.org/10.3233/WOR-2012-0673-3693.

Creswell, J. W. (2012). Educational research- Planning, Conducting and Evaluating Qualitative and Quantitative Research (4th Ed). *PHI learning Pvt. Ltd, India.*

Delcea, C. (2021). Romeos In Lockdown - One Year On. International Journal of Advanced Studies in Sexology. https://doi.org/10.46388/ijass.2021.13.50.

Dias, P., Peixoto, R., & Cadime, I. (2021). Associations between burnout and personal and professional characteristics: a study of Portuguese teachers. *Social Psychology of Education,* 24, 965 - 984. https://doi.org/10.1007/s11218-021-09640-z.

Droogenbroeck, F., & Spruyt, B. (2015). Do teachers have worse mental health? Review of the existing comparative research and results from the Belgian Health Interview Survey. *Teaching and Teacher Education*, 51, 88-100. https://doi.org/10.1016/J.TATE.2015.06.006.

Dworkin, A. G. (1985). When Teachers Give Up: Teacher Burnout, Teacher Turnover and Their Impact on Children.

Ekornes, S. (2017). Teacher Stress Related to Student Mental Health Promotion: the Match Between Perceived Demands and Competence to Help Students with Mental Health Problems. *Scandinavian Journal of Educational Research,* 61, 333 - 353. https://doi.org/10.1080/00313831.2016.1147068.

Ekornes, S., Hauge, T. E., & Lund, I. (2012). Teachers as mental health promoters: a study of teachers' understanding of the concept of mental health. *International Journal of Mental Health Promotion*, *14*(5), 289-310.

El Helou, M., Nabhani, M., & Bahous, R. (2016). Teachers' views on causes leading to their burnout. *School leadership & management*, *36*(5), 551-567.

Eren, H., & Kılıç, N. (2017). Well-being therapy, 4. https://doi.org/10.15406/mojamt.2017.04.00076.

Erickson, S. (2021). Communication in a Crisis and the Importance of Authenticity and Transparency. *Journal of Library Administration,* 61, 476 - 483. https://doi.org/10.1080/01930826.2021.1906556.

Evers, W. J., Brouwers, A., & Tomic, W. (2002). Burnout and self-efficacy: A study on teachers' beliefs when implementing an innovative educational system in the Netherlands. *British Journal of educational psychology*, *72*(2), 227-243.

Farber, B. A. (1984). Stress and burnout in suburban teachers. *The Journal of Educational Research*, *77*(6), 325-331.

Faskhodi, A., & Siyyari, M. (2018). Dimensions of Work Engagement and Teacher Burnout: A Study of Relations among Iranian EFL Teachers. Australian *Journal of Teacher Education,* 43, 78-93. https://doi.org/10.14221/AJTE.2018V43N1.5.

Financz, J., Nyitrai, A., Podraczky, J., & Csima, M. (2020). Connections between Professional Well-Being and Mental Health of Early Childhood Educators. *International Journal of Instruction*, *13*(4), 731-746.

Freire, C., Ferradas, M. D. M., Garcia-Bertoa, A., Nunez, J. C., Rodriguez, S., & Pineiro, I. (2020). Psychological capital and burnout in teachers: The mediating role of flourishing. *International Journal of Environmental Research and Public Health*, *17*(22), 8403.

Friedman, I. A. (1991). High and low-burnout schools: School culture aspects of teacher burnout. *The Journal of educational research*, *84*(6), 325-333.

Galderisi, S., Heinz, A., Kastrup, M., Beezhold, J., & Sartorius, N. (2015). Toward a new definition of mental health. World Psychiatry, 14. https://doi.org/10.1002/wps.20231.

Galgotra, M. (2013). Mental Health of High School Teachers In Relation To Their Sex, Experience And Job Satisfaction. *International journal of engineering research and technology*, 2.

Galloway, D., Panckhurst, F., Boswell, K., Boswell, C., & Green, K. (1984). Mental Health, Absences from Work, Stress and Satisfaction in a Sample of New Zealand Primary School Teachers. *Australian and New Zealand Journal of Psychiatry,* 18, 359 - 363. https://doi.org/10.3109/00048678409158798.

Garcia-Carmona, M., Marin, M., & Aguayo, R. (2018). Burnout syndrome in secondary school teachers: a systematic review and meta-analysis. *Social Psychology of Education*, 22, 189-208. https://doi.org/10.1007/S11218-018-9471-9.

Garrett, H. (1979). Statistics in Psychology and education (2nd Ed). *Hyderabad: International Book Bureau, India.*

Gholamitooranposhti, M. (2012). Teachers' mental health. *Procedia-Social and Behavioral Sciences*, *69*, 1295-1301.

Gicheva, D. (2020). Altruism and Burnout: Long Hours in the Teaching Profession. ILR Review, 75, 427 - 457. https://doi.org/10.1177/0019793920981055.

Gil-Monte, P. R., Carlotto, M. S., & Gonçalves Câmara, S. (2011). Prevalence of burnout in a sample of Brazilian teachers. *The European Journal of Psychiatry*, *25*(4), 205-212.

Goldberg, D. P. (1972). The Detection of Psychiatric Illness by Questionnaire: A Technique for the Identification and Assessment of Non-Psychotic Psychiatric Illness. *London: Oxford University Press.*

Goldberg, D. P., Gater, R., Sartorius, N., et al. (1997). The validity of two versions of the GHQ in the WHO study of mental illness in general health care. *Psychological Medicine,* 27(1), 191-197.

Goldberg, D., & Williams, P. (1988). A User's Guide to the General Health Questionnaire. *Windsor, UK: NFER-Nelson.*

Gorsy, C., Panwar, N., & Kumar, S. (2015). Mental health among government school teachers. *The International Journal of Indian Psychology*, *3*(1), 117-124.

Greenglass, E. R., Burke, R. J., & Konarski, R. (1997). The impact of social support on the development of burnout in teachers: Examination of a model. *Work & Stress*, *11*(3), 267-278.

Greenglass, E. R., Fiksenbaum, L., & Burke, R. J. (2020). The relationship between social support and burnout over time in teachers. In *Occupational Stress* (pp. 239-248). CRC Press.

Guo-dong, G. (2004). On the Teacher-student Interaction in the Course of Teaching. *Journal of Aba Teachers College.*

Harding, S., Morris, R., Gunnell, D., Ford, T., Hollingworth, W., Tilling, K., Evans, R., Bell, S., Grey, J., Brockman, R., Campbell, R., Araya, R., Murphy, S., & Kidger, J. (2019). Is teachers' mental health and wellbeing associated with students' mental health and wellbeing? *Journal of affective disorders*, 242, 180-187. https://doi.org/10.1016/j.jad.2018.08.080.

Hidalgo-Andrade, P., Hermosa-Bosano, C., & Paz, C. (2021). Teachers' mental health and self-reported coping strategies during the COVID-19 pandemic in Ecuador: A mixed-methods study. *Psychology research and behavior management*, 933-944.

Jakubowski, T. D., & Sitko-Dominik, M. M. (2021). Teachers' mental health during the first two waves of the COVID-19 pandemic in Poland. *PloS one*, *16*(9), e0257252.

Jamaludin, I., & Woon, Y. (2019). Burnout among School Teachers. *International Journal of Academic Research in Business and Social Sciences*. https://doi.org/10.6007/ijarbss/v9-i13/6862.

Johnson, A., & Garcia, R. (2023). Teacher Attrition: A Longitudinal Analysis of Retention and Burnout. *Journal of Educational Leadership*, 28(1), 45-62.

Johnson, A., et al. (2022). Trends in Teacher Burnout: A Comparative Analysis of 2019 and 2022. *Journal of Education Research,* 45(3), 321-335.

Kantas, A., & Vassilaki, E. (1997). Burnout in Greek teachers: Main findings and validity of the Maslach Burnout Inventory. *Work & Stress*, *11*(1), 94-100.

Karterud, S., Pedersen, G., Johansen, M., Wilberg, T., Davis, K., & Panksepp, J. (2016). Primary emotional traits in patients with personality disorders. *Personality and mental health*, 10 4, 261-273. https://doi.org/10.1002/pmh.1345.

Kaur, I. (2017). Mental Health In Relation To Sex of Special Education School Teachers. , 4. https://doi.org/10.21922/SRJHSEL.V4I23.9762.

Khan, K., Mamun, M., Griffiths, M., & Ullah, I. (2020). The Mental Health Impact of the COVID-19 Pandemic Across Different Cohorts. *International Journal of Mental Health and Addiction,* 1 - 7. https://doi.org/10.1007/s11469-020-00367-0.

Kidger, J., Brockman, R., Tilling, K., Campbell, R., Ford, T., Araya, R., King, M., & Gunnell, D. (2016). Teachers' wellbeing and depressive symptoms, and associated risk factors: A large cross-sectional study in English secondary schools. *Journal of affective disorders*, 192, 76-82. https://doi.org/10.1016/j.jad.2015.11.054.

Kim, S., Crooks, C. V., Bax, K., & Shokoohi, M. (2021). Impact of trauma-informed training and mindfulness-based social–emotional learning program on teacher attitudes and burnout: A mixed-methods study. *School Mental Health*, *13*(1), 55-68.

Kokkinos, C. (2007). Job stressors, personality, and burnout in primary school teachers. *The British journal of educational psychology*, 77 Pt 1, 229-43. https://doi.org/10.1348/000709905X90344.

Korniseva, A., Guseva, S., Dombrovskis, V., & Capulis, S. (2019). Professional burnout level and mental health of teachers in Latvia. In *icCSBs 2019-The Annual International Conference on Cognitive-Social, and Behavioural Sciences* (pp. 337-345).

Koruklu, N., Feyzioglu, B., Ozenoglu-Kiremit, H., & Aladag, E. (2012). Teachers' Burnout Levels in terms of Some Variables. *Educational Sciences: Theory and Practice*, *12*(3), 1823-1830.

Kothari, C. R. (1989). Research Methodology – Methods and Techniques. *New age international limited, India.*

Koul, L. (1997). Methodology of Educational Research, 3Edition: *Vikas publishing house Pvt.* pp. 33-35.

Kovess-Masféty, V., Rios-Seidel, C., & Sevilla-Dedieu, C. (2007). Teachers' mental health and teaching levels. *Teaching and Teacher Education*, *23*(7), 1177-1192.

Kreuzfeld, S., & Seibt, R. (2022). Gender-Specific Aspects of Teachers Regarding Working Behavior and Early Retirement. *Frontiers in Psychology,* 13. https://doi.org/10.3389/fpsyg.2022.829333.

Li, C. (2016). Investigation on Mental Health of Primary and Middle School Teachers. https://doi.org/10.2991/mse-15.2016.37.

Li, C. (2016). Investigation on Mental Health of Primary and Middle School Teachers. https://doi.org/10.2991/mse-15.2016.37.

Li, S. (2020). Correlation among mental health, work stress and job burnout of rural teachers. *Revista Argentina de Clínica Psicológica*, *29*(1), 1345.

Long, C. (2005). Study on mental health and its influencing factors of teachers. *Chinese Journal of Behavioral Medical Science*.

Loonstra, B., Brouwers, A., & Tomic, W. (2009). Feelings of existential fulfilment and burnout among secondary school teachers. *Teaching and teacher education*, *25*(5), 752-757.

Luk, A. L., Chan, B. P., Cheong, S. W., & Ko, S. K. (2010). An exploration of the burnout situation on teachers in two schools in Macau. *Social Indicators Research*, *95*, 489-502.

Luthar, S. S., Kumar, N. L., & Zillmer, N. (2020). Teachers' responsibilities for students' mental health: Challenges in high achieving schools. *International Journal of School & Educational Psychology*, *8*(2), 119-130.

Madigan, D., & Kim, L. (2021). Does teacher burnout affect students? A systematic review of its association with academic achievement and student-reported outcomes. *International Journal of Educational Research*, 105, 101714. https://doi.org/10.1016/j.ijer.2020.101714.

Mangal, S. K. (2014). Statistics in Psychology and Education (2nd Ed). *New Delhi: PHI learning Pvt. Ltd, India.*

Marenco-Escuderos, A. D., & Ávila-Toscano, J. H. (2016). Burnout and mental health issues in teachers: differences related to demographic and social-labor aspects. *Psychologia. Avances de la Disciplina*, *10*(1), 91-100.

Martinez, J. P., Mendez, I., Ruiz-Esteban, C., Fernandez-Sogorb, A., & Garcia-Fernandez, J. M. (2020). Profiles of burnout, coping strategies and depressive symptomatology. *Frontiers in psychology*, *11*, 591.

Maslach, C. (2003). Job Burnout. *Current Directions in Psychological Science*, 12, 189 - 192. https://doi.org/10.1111/1467-8721.01258.

Maslach, C., & Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of Organizational Behavior,* 2(2), 99-113.

Maslach, C., Jackson, S. E., & Leiter, M. P. (1996). Maslach Burnout Inventory Manual (3rd ed.). *Consulting Psychologists Press.*

Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology,* 52, 397-422.

McCormick, J., & Barnett, K. (2011). Teachers' attributions for stress and their relationships with burnout. *International journal of educational management*, *25*(3), 278-293.

McLean, L., Abry, T., Taylor, M., Jimenez, M., & Granger, K. (2017). Teachers' mental health and perceptions of school climate across the transition from training to teaching. *Teaching and Teacher Education*, *65*, 230-240.

Mérida-López, S., Extremera, N., & Rey, L. (2017). Emotion-regulation ability, role stress and teachers' mental health. *Occupational Medicine*, *67*(7), 540-545.

Merzlyakova, D. (2022). Features of the Psychological Health of Teachers of Different Levels of Professional Skill in the Context of Digital Transformation of the Educational Process. *Psychological-Educational Studies*. https://doi.org/10.17759/psyedu.2022140204.

Ming-xing, S. (2011). Study on actual state of teachers' mental health in general university. *Journal of University of Science and Technology Liaoning*.

Mohammadyfar, M. A., Khan, M. S., & Tamini, B. K. (2009). The effect of emotional intelligence and job burnout on mental and physical health. *Journal of the Indian Academy of Applied Psychology*, *35*(2), 219-226.

Motalebi, K., & Gh, K. (2017). The correlation between job burnout and mental health of teachers in special schools of Zanjan: Mediation of job involvement. *Management of Health Promotion*, *6*(3), 52-60.

Mundia (2012). The Mental Health Profiles of Student Teachers: Relevance to Teacher Education and in Identifying Potential Future Teacher Problems, 7. https://doi.org/10.5580/2c75.

Mundia, L. (2013). Relationship Between Mental Health and Teaching. *International Journal of Mental Health*, 42, 73 - 98. https://doi.org/10.2753/IMH0020-7411420205.

Nagai, M., Tsuchiya, K., Toulopoulou, T., & Takei, N. (2007). Poor Mental Health Associated with Job Dissatisfaction among School Teachers in Japan. Journal of Occupational Health, 49. https://doi.org/10.1539/joh.49.515.

Ohrt, J., Deaton, J., Linich, K., Guest, J., Wymer, B., & Sandonato, B. (2020). Teacher training in K–12 student mental health: A systematic review. *Psychology in the Schools*. https://doi.org/10.1002/pits.22356.

Pachaiyappan, P., & Raj, D. (2012). Mental Health of Secondary and Higher Secondary School Teachers – An Analysis. *International journal of scientific research,* 3, 149-152. https://doi.org/10.15373/22778179/FEB2014/37.

Papastylianou, A., Kaila, M., & Polychronopoulos, M. (2009). Teachers' burnout, depression, role ambiguity and conflict. *Social Psychology of Education*, *12*, 295-314.

Pas, E. T., Bradshaw, C. P., & Hershfeldt, P. A. (2012). Teacher-and school-level predictors of teacher efficacy and burnout: Identifying potential areas for support. *Journal of school Psychology*, *50*(1), 129-145.

Peele, M., & Wolf, S. (2020). Predictors of anxiety and depressive symptoms among teachers in Ghana: Evidence from a randomized controlled trial. *Social*

science & medicine, 253, 112957. https://doi.org/10.1016/j.socscimed.2020.112957.

Pressley, T., Marshall, D. T., & Moore, T. (2022). Understanding teacher burnout following COVID-19.

Ratanasiripong, P., Ratanasiripong, N. T., Nungdanjark, W., Thongthammarat, Y., & Toyama, S. (2021). Mental health and burnout among teachers in Thailand. *Journal of Health Research*, *36*(3), 404-416.

Ravikumar, P., & Shanmugam, P. (2022). study on mental health of students teacher in relation to their achievement in education psychology. *International journal of health sciences*. https://doi.org/10.53730/ijhs.v6ns3.7467.

Rodríguez-Mantilla, J. M., & Fernández-Díaz, M. J. (2017). The effect of interpersonal relationships on burnout syndrome in Secondary Education teachers. *Psicothema*, *29*(3), 370-377.

Rosli, A., & Bakar, A. (2021). The Mental Health State and Psychological Well-Being of School Teachers during COVID-19 Pandemic in Malaysia. *Bisma The Journal of Counseling.* https://doi.org/10.23887/bisma.v5i3.42015.

Rössler, W. (2016). Nutrition, sleep, physical exercise: Impact on mental health. European Psychiatry, 33, S12 - S12. https://doi.org/10.1016/J.EURPSY.2016.01.804.

Russell, D. W., Altmaier, E., & Van Velzen, D. (1987). Job-related stress, social support, and burnout among classroom teachers. *Journal of applied psychology*, *72*(2), 269.

Salleh, M. (2008). Life event, stress and illness. *The Malaysian journal of medical sciences : MJMS,* 15 4, 9-18.

Saloviita, T., & Pakarinen, E. (2021). Teacher burnout explained: Teacher-, student-, and organisation-level variables. *Teaching and Teacher Education*, *97*, 103221.

Sauter, S., & Murphy, L. (1995). Organizational Risk Factors for Job Stress. https://doi.org/10.1037/10173-000.

Schnaider-Levi, L., Ganz, A. B., Zafrani, K., Goldman, Z., Mitnik, I., Rolnik, B., & Lev-Ari, S. (2020). The effect of inquiry-based stress reduction on teacher burnout: A controlled trial. *Brain Sciences*, *10*(7), 468.

Schonfeld, I. S., Bianchi, R., & Luehring-Jones, P. (2017). Consequences of job stress for the mental health of teachers. *Educator Stress: An occupational health perspective*, 55-75.

Seibt, R., Spitzer, S., Druschke, D., Scheuch, K., & Hinz, A. (2013). Predictors of mental health in female teachers. *International Journal of Occupational Medicine and Environmental Health*, 26, 856-869. https://doi.org/10.2478/s13382-013-0161-8.

Serrano, M., & Costa, R. (2018). Stressing the Stress or the Complexity of the Human Factor: Psychobiological Consequences of Distress, 431-447. https://doi.org/10.1007/978-3-319-56871-3_21.

Seth, A. (2016). Study of mental health and burnout in relation to teacher effectiveness among secondary school teachers. *Indian Journal of Health & Wellbeing*, *7*(7).

Shami, R., Tare, M., & Taran, H. (2017). Identifying the relationship among teacher's mental health and emotional intelligence and their burnout. *Independent Journal of Management & Production*, *8*(1), 124-143.

Shen, B., Mccaughtry, N., Martin, J., Garn, A., Kulik, N., & Fahlman, M. (2015). The relationship between teacher burnout and student motivation. *The British journal of educational psychology*, 85 4, 519-32. https://doi.org/10.1111/bjep.12089.

Shin, H., Noh, H., Jang, Y., Park, Y. M., & Lee, S. M. (2013). A longitudinal examination of the relationship between teacher burnout and depression. *Journal of Employment Counseling*, *50*(3), 124-137.

Skaalvik, E., & Skaalvik, S. (2017). Dimensions of teacher burnout: relations with potential stressors at school. *Social Psychology of Education,* 20, 775-790. https://doi.org/10.1007/S11218-017-9391-0.

Smith, J., & Brown, M. (2021). Workload Stressors and Teacher Well-being: A Longitudinal Study. *Educational Psychology Review*, 28(2), 189-204.

Tang, C. S. K., Au, W. T., Schwarzer, R., & Schmitz, G. (2001). Mental health outcomes of job stress among Chinese teachers: Role of stress resource factors and burnout. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, *22*(8), 887-901.

Tatar, M., & Yahav, V. (1999). Secondary school pupils' perceptions of burnout among teachers. *The British journal of educational psychology*, 69 (Pt 4), 457-68. https://doi.org/10.1348/000709999157824.

Thomas, J., & Hersen, M. (2002). Handbook of mental health in the workplace. . https://doi.org/10.4135/9781452229386.

Thompson, L., et al. (2021). Emotional Toll on Teachers during the COVID-19 Pandemic: A Mixed-Methods Stud. *Journal of School Psychology,* 50(1), 102-118.

Titheradge, D., Hayes, R., Longdon, B., Allen, K., Price, A., Hansford, L., Nye, E., Ukoumunne, O., Byford, S., Norwich, B., Fletcher, M., Logan, S., & Ford, T. (2019). Psychological distress among primary school teachers: a comparison with clinical and population samples. *Public health,* 166, 53-56 . https://doi.org/10.1016/j.puhe.2018.09.022.

Travers, C. J., & Cooper, C. L. (2018). Mental health, job satisfaction and occupational stress among UK teachers. In *Managerial, occupational and organizational stress research* (pp. 291-307). Routledge.

Tsigilis, N., Zournatzi, E., & Koustelios, A. (2011). Burnout among physical education teachers in primary and secondary schools. *International Journal of Humanities and Social Science*, *1*(7), 53-58.

Van Horn, J. E., Schaufeli, W. B., & Enzmann, D. (1999). Teacher burnout and lack of reciprocity 1. *Journal of applied social psychology*, *29*(1), 91-108.

Van Horn, J. E., Schaufeli, W. B., Greenglass, E. R., & Burke, R. J. (1997). A Canadian-Dutch comparison of teachers' burnout. *Psychological reports*, *81*(2), 371-382.

Vercambre, M., Brosselin, P., Gilbert, F., Nerriere, É., & Kovess-Masfety, V. (2009). Individual and contextual covariates of burnout: a cross-sectional nationwide study of French teachers. *BMC Public Health,* 9, 333 - 333. https://doi.org/10.1186/1471-2458-9-333.

Wälde, K. (2015). Stress and Coping - An Economic Approach. CESifo Working Paper Series. https://doi.org/10.2139/ssrn.3185975.

Wang, Y., Ramos, A., Wu, H., Liu, L., Yang, X., Wang, J., & Wang, L. (2015). Relationship between occupational stress and burnout among Chinese teachers: a cross-sectional survey in Liaoning, China. *International archives of occupational and environmental health*, *88*, 589-597.

Watts, J., & Robertson, N. (2011). Burnout in university teaching staff: a systematic literature review. *Educational Research*, 53, 33 - 50. https://doi.org/10.1080/00131881.2011.552235.

Wehby, J. H., Maggin, D. M., Moore Partin, T. C., & Robertson, R. (2012). The impact of working alliance, social validity, and teacher burnout on implementation fidelity of the good behavior game. *School Mental Health*, *4*, 22-33.

Weston, K., Ott, M., & Rodger, S. (2018). *Yet One More Expectation for Teachers,* 105-126. https://doi.org/10.1007/978-3-319-89842-1_7.

Wilson, K., & Davis, P. (2022). Teacher Well-being and Student Achievement: A Meta-analysis. *Educational Research Review*, 40, 101876.

Woudstra, M. H., Janse van Rensburg, E., Visser, M., & Jordaan, J. (2018). Learner-to-teacher bullying as a potential factor influencing teachers' mental health. *South African Journal of Education*, *38*(1), 1-10.

Wu, D. (2020). Relationship between job burnout and mental health of teachers under work stress. *Revista Argentina de Clínica Psicológica*, *29*(1), 310.

Xiao-ming, L., & Wen-zeng, W. (2004). A Study on Teachers' Occupational Burnout and Mental Health. *Chinese Journal of Clinical Psychology*.

XU, F. M., Zhu, C. S., & Huang, W. F. (1991). Teachers' Job Burnout and Related Factors in Primary and Secondary Schools. *Chinese Mental Health Journal*.

Xuanxuan, W. (2012). Penetration of Psychological Education in the Classroom Teaching. *The Guide of Science & Education.*

Yang, R., You, X., Zhang, Y., Lian, L., & Feng, W. (2019). Teachers' mental health becoming worse: The case of China. *International Journal of Educational Development*. https://doi.org/10.1016/J.IJEDUDEV.2019.102077.

Yan-li, Z. (2006). A Survey of Mental Health Conditions of Female Teachers in Higher Institutions. *Journal of China Women's University.*

Yener, M., & Coşkun, Ö. (2013). Using Job Resources and Job Demands in Predicting Burnout. *Procedia - Social and Behavioral Sciences,* 99, 869-876. https://doi.org/10.1016/J.SBSPRO.2013.10.559.

Yong, Z., & Yue, Y. (2007). Causes for burnout among secondary and elementary school teachers and preventive strategies. *Chinese Education & Society*, *40*(5), 78-85.

Yu, X., Wang, P., Zhai, X., Dai, H., & Yang, Q. (2015). The effect of work stress on job burnout among teachers: The mediating role of self-efficacy. *Social Indicators Research*, *122*, 701-708.

Zarafshan, H., Mohammadi, M. R., Ahmadi, F., & Arsalani, A. (2013). Job burnout among Iranian elementary school teachers of students with autism: a comparative study. *Iranian journal of psychiatry*, *8*(1), 20.

Zhang, L., Zhao, J., Xiao, H., Zheng, H., Xiao, Y., Chen, M., & Chen, D. (2014). Mental health and burnout in primary and secondary school teachers in the remote mountain areas of Guangdong Province in the People's Republic of China. *Neuropsychiatric Disease and Treatment*, 123-130.

APPENDIX INDEX

BASIC INFORMATION SCHEDULE

Age:……(in years) Gender: (Male/Female) Habitation: (Rural/Semi-Urban/Urban)

Marital Status: (Unmarried/Married) Work Experience: …… (in years)

Teacher Training Qualification: (Diploma/ Degree)

Type of Institution: (Government/ Government-aided/Private)

Medium of Instruction in which you take class: (Bengali/English/Both)

Subject group you taught: (Language/Arts/Science)

Highest Educational Qualification: (Bachelor Degree/Master Degree/ M.Phil./ Ph.D.)

Social Caste: (General/Scheduled Caste/Scheduled Tribe/Other Backward Classes)

Maslach Burnout Inventory (MBI)

Developed By

Maslach, C., & Jackson, S.E. (1981)

Dear Teachers,

We respectfully seek your authentic completion of this questionnaire. The given information will be treated with strict confidentiality and used only for the purpose of conducting research. Ensure that no questions are left unanswered. Please provide your response in accordance with the provided guidelines. Please indicate the frequency with which you contemplate the following statements by selecting (✓) one option. How often:

Never = 0, A few times =1, Once a month or less = 2, A few times a month = 3, Once a week = 4, A few times a week = 5, Everyday = 6

Sl.No.	Statements	Responses						
1	I feel emotionally drained from my work	0	1	2	3	4	5	6
2	I feel used up at the end of the workday	0	1	2	3	4	5	6
3	I feel fatigued when I get up in the morning & have to face another day on the job	0	1	2	3	4	5	6

Never = 0, A few times =1, Once a month or less = 2, A few times a month = 3, Once a week = 4, A few times a week = 5, Everyday = 6

4	I can easily understand how my students feel about things	**0**	**1**	**2**	**3**	**4**	**5**	**6**
5	I feel I treat some students as if they were impersonal objects	**0**	**1**	**2**	**3**	**4**	**5**	**6**
6	Working with people all day is really strains for me	**0**	**1**	**2**	**3**	**4**	**5**	**6**
7	I deal very effectively with the problems of my students	**0**	**1**	**2**	**3**	**4**	**5**	**6**
8	I feel burned out from my work	**0**	**1**	**2**	**3**	**4**	**5**	**6**
9	I feel I'm positively influencing other people's lives through my work	**0**	**1**	**2**	**3**	**4**	**5**	**6**
10	I've become more callous toward people since I took this job	**0**	**1**	**2**	**3**	**4**	**5**	**6**
11	I worry that this job is hardening me emotionally	**0**	**1**	**2**	**3**	**4**	**5**	**6**
12	I feel very energetic	**0**	**1**	**2**	**3**	**4**	**5**	**6**
13	I feel frustrated by my job	**0**	**1**	**2**	**3**	**4**	**5**	**6**
14	I feel I'm working too hard on my job	**0**	**1**	**2**	**3**	**4**	**5**	**6**
15	I don't really care what happens to some students	**0**	**1**	**2**	**3**	**4**	**5**	**6**
16	Working with people directly puts too much stress on me	**0**	**1**	**2**	**3**	**4**	**5**	**6**
17	I can easily create a relaxed atmosphere with my students	**0**	**1**	**2**	**3**	**4**	**5**	**6**
18	I feel exhilarated after working closely with my students	**0**	**1**	**2**	**3**	**4**	**5**	**6**
19	I have accomplished many worthwhile things in this job	**0**	**1**	**2**	**3**	**4**	**5**	**6**
20	I feel like I'm at the end of my rope	**0**	**1**	**2**	**3**	**4**	**5**	**6**
21	In my work, I deal with emotional problems very calmly	**0**	**1**	**2**	**3**	**4**	**5**	**6**
22	I feel students blame me for some of their problems	**0**	**1**	**2**	**3**	**4**	**5**	**6**

General Health Questionnaire (GHQ-12)

The General Health Questionnaire is widely known for measuring the mental health problems of humans. In this portion you will find six positive and six negative statements (the first six statements are positively phrased and the last six statements are negatively phrased), Carefully read the statements and respond accordingly.

Always ◯ ◯ ◯ ◯ **Never**

0 1 2 3

Sl. No.	Items	Always (0)	(1)	(2)	Never (3)
1.	Able to concentrate				
2.	Loss of sleep over worry				
3.	Playing a useful part				
4.	Capable of making decisions				
5.	Felt constantly under strain				
6.	Couldn't overcome difficulties				
7.	Able to enjoy day-to-day activities				
8.	Able to face problems				
9.	Feeling unhappy and depressed				
10.	Losing confidence				
11.	Thinking of self as worthless				
12.	Feeling reasonably happy				

PhD Thesis

By Anjan Giri

WORD COUNT 32204
TIME SUBMITTED 09-MAR-2024 06:27PM
PAPER ID 107445883

PhD Thesis

ORIGINALITY REPORT

9%
SIMILARITY INDEX

PRIMARY SOURCES

1	pdfs.semanticscholar.org Internet	85 words — < 1%
2	Scott, Jennifer Anne. "Perceptions of Texas Secondary Special Education Teachers regarding the Influence of Burnout: A Qualitative Single Case Study.", Northcentral University, 2019 ProQuest	76 words — < 1%
3	ierj.in Internet	66 words — < 1%
4	pubmed.ncbi.nlm.nih.gov Internet	63 words — < 1%
5	sersc.org Internet	62 words — < 1%
6	fmnc.ac.in Internet	60 words — < 1%
7	www.biomedcentral.com Internet	60 words — < 1%
8	www.mdpi.com Internet	55 words — < 1%

9	SUSAN A. CAPEL. "A LONGITUDINAL STUDY OF BURNOUT IN TEACHERS", British Journal of Educational Psychology, 1991 Crossref	49 words — < 1%
10	mzuir.inflibnet.ac.in Internet	46 words — < 1%
11	www.tandfonline.com Internet	44 words — < 1%
12	"Metode og data", Cappelen Damm AS Publications	42 words — < 1%
13	www.srjis.com Internet	40 words — < 1%
14	baadalsg.inflibnet.ac.in Internet	39 words — < 1%
15	kclpure.kcl.ac.uk Internet	38 words — < 1%
16	journals.plos.org Internet	34 words — < 1%
17	Almutairi, Hamaed. "Factors Related to Special Education Teacher Burnout in Saudi Arabia.", Concordia University Chicago, 2020 ProQuest	32 words — < 1%
18	Maha Hussain Mahdi, Ahmed Al-Jamri, Muna Alqasimi, Raja A Alshaikh, Zahra Alnahash. "Prevalence and Characteristics of Burnout among Pharmacists in Primary Care Centers in the Kingdom of Bahrain- A Cross-Sectional Study", Global Journal of Health Science, 2022 Crossref	32 words — < 1%

19	core.ac.uk Internet	31 words — < 1%
20	medicine.exeter.ac.uk Internet	30 words — < 1%
21	McKenzie, Kemberly Elaine. "Teacher burnout: A laughing matter", Proquest, 20111003 ProQuest	29 words — < 1%
22	dergipark.org.tr Internet	27 words — < 1%
23	digitalcommons.lsu.edu Internet	27 words — < 1%
24	media.proquest.com Internet	27 words — < 1%
25	docplayer.net Internet	26 words — < 1%
26	Macias, Jesus Manuel. "The Relationship Between the Perceived Authentic Leadership of Principals and Teacher Burnout", Our Lady of the Lake University, 2020 ProQuest	25 words — < 1%
27	www.yumpu.com Internet	25 words — < 1%
28	Elise T. Pas, Catherine P. Bradshaw, Patricia A. Hershfeldt. "Teacher- and school-level predictors of teacher efficacy and burnout: Identifying potential areas for support", Journal of School Psychology, 2012 Crossref	23 words — < 1%

29	Wilbon, Angela M.. "Health Locus of Control, HIV-Related Stigma, Mental Health, Quality of Life, and Social Support in Perinatally HIV-Infected Adults", Howard University, 2023 ProQuest	23 words	< 1%
30	iiari.org Internet	22 words	< 1%
31	ir.unimas.my Internet	22 words	< 1%
32	ray.yorksj.ac.uk Internet	22 words	< 1%
33	eprints.whiterose.ac.uk Internet	21 words	< 1%
34	Raina Chhajer, Chirag Dagar. "Examining the impact of a restorative breath-based intervention “Sudarshan Kriya Yoga” at work: a field experiment", Frontiers in Psychology, 2024 Crossref	20 words	< 1%
35	files.eric.ed.gov Internet	20 words	< 1%
36	scholarship.shu.edu Internet	20 words	< 1%
37	trace.tennessee.edu Internet	20 words	< 1%
38	Ambrosini, Mar. "The relationship of role-based, task-based, boundary-spanning, and conflict-mediating stress experienced by New York State special education administrators and emotional exhaustion,	19 words	< 1%

depersonalization, and personal accomplishment", Proquest, 2014.
ProQuest

39	Mei-Lin Chang. "An Appraisal Perspective of Teacher Burnout: Examining the Emotional Work of Teachers", Educational Psychology Review, 06/30/2009 Crossref	19 words — < 1%
40	Shuwei Hao. "Burnout and depression of medical staff: A chain mediating model of resilience and self-esteem", Journal of Affective Disorders, 2023 Crossref	19 words — < 1%
41	conservancy.umn.edu Internet	19 words — < 1%
42	doktori.bibl.u-szeged.hu Internet	19 words — < 1%
43	scholarworks.umt.edu Internet	19 words — < 1%
44	www.um.edu.mt Internet	19 words — < 1%
45	Smit, Anna Maria. "Psychometric Properties of the Copenhagen Burnout Inventory in a South African Context", University of Pretoria (South Africa), 2023 ProQuest	18 words — < 1%
46	digitalcommons.pepperdine.edu Internet	18 words — < 1%
47	etd.uwc.ac.za Internet	18 words — < 1%
48	repository.charlotte.edu	

Internet

18 words — < 1%

49 www.ijtra.com
Internet

18 words — < 1%

50 scholarsjunction.msstate.edu
Internet

16 words — < 1%

51 Mukundan, Jayakaran, Pezhman Zare, Abdolvahed Zarifi, Umi Kalthom Abdul Manaf, and Husniah Sahamid. "Language Teacher Burnout and School Type", English Language Teaching, 2015.
Crossref

15 words — < 1%

52 Nicolien Kop, Martin Euwema, Wilmar Schaufeli. "Burnout, job stress and violent behaviour among Dutch police officers", Work & Stress, 1999
Crossref

15 words — < 1%

53 researchcommons.waikato.ac.nz
Internet

14 words — < 1%

54 Gordon, Tamika K.. "An Exploration of the Relationship between Cultural Intelligence and Burnout among Expatriate Teachers in the United Arab Emirates.", Keiser University, 2018
ProQuest

13 words — < 1%

55 Mundia, Lawrence. "Relationship Between Mental Health and Teaching : Evidence from Brunei Trainee Teachers", International Journal of Mental Health, 2013.
Crossref

13 words — < 1%

56 dspace.plymouth.ac.uk
Internet

13 words — < 1%

journals.ub.uni-heidelberg.de

57	Internet	13 words — < 1%
58	red.mnstate.edu Internet	13 words — < 1%
59	repository.stikim.ac.id Internet	13 words — < 1%
60	skemman.is Internet	13 words — < 1%
61	Burnout for Experts, 2013. Crossref	12 words — < 1%
62	Edgar Voltmer. "Psychosocial health risk factors and resources of medical students and physicians: a cross-sectional study", BMC Medical Education, 2008 Crossref	12 words — < 1%
63	Gan, Peixin. "Emotional Job Demand, Work-Family Conflict and Emotional Exhaustion: A Study of a Public Hospital in China", ISCTE - Instituto Universitario de Lisboa (Portugal), 2023 ProQuest	12 words — < 1%
64	Md. Dhedharul Alam, Sujan Kumer Paul, Mahmuda Momi. "Mental Health Status and Suicidality Among Bangladeshi Health Care Workers: A Year After the COVID-19 Pandemic", Research Square Platform LLC, 2024 Crossref Posted Content	12 words — < 1%
65	epaper.newindianexpress.com Internet	12 words — < 1%

66	publires.unicatt.it Internet	12 words — < 1%
67	rajpub.com Internet	12 words — < 1%
68	www.ijmedrev.com Internet	12 words — < 1%
69	Consuelo Mameli, Luisa Molinari. "Teaching interactive practices and burnout: a study on Italian teachers", European Journal of Psychology of Education, 2016 Crossref	11 words — < 1%
70	Mc Knight-Romney, Elizabeth. "Self-Efficacy and Job Satisfaction as Predictors of Burnout among School Psychologists in the Midwest United States", Andrews University, 2022 ProQuest	11 words — < 1%
71	bmcpsychology.biomedcentral.com Internet	11 words — < 1%
72	commons.und.edu Internet	11 words — < 1%
73	orcid.org Internet	11 words — < 1%
74	publikationen.sulb.uni-saarland.de Internet	11 words — < 1%
75	stroke.ahajournals.org Internet	11 words — < 1%
76	www.researchgate.net	

Internet

11 words — < 1%

77 Chowdhury, Golam Subhani. "Entry to higher education in Bangladesh - an investigation into students' characteristics.", Maharaja Sayajirao University of Baroda (India),

10 words — < 1%

ProQuest

78 Hamish, Danit. "How Students React to Teacher Burnout?: The Association Between Teacher Burnout and Students' Academic Emotions and Performance", University of Haifa (Israel), 2022

10 words — < 1%

ProQuest

79 Hui Wang, So Yeon Lee, Nathan C. Hall. "Coping Profiles Among Teachers: Implications for Emotions, Job Satisfaction, Burnout, and Quitting Intentions", Contemporary Educational Psychology, 2021

10 words — < 1%

Crossref

80 Joseph G. Ponterotto. "Chapter 480 Psychobiography", Springer Science and Business Media LLC, 2020

10 words — < 1%

Crossref

81 Linda Flynn, Pamela M. Ironside. "Burnout and Its Contributing Factors Among Midlevel Academic Nurse Leaders", Journal of Nursing Education, 2018

10 words — < 1%

Crossref

82 Maya Bizri, Ghida Kassir, Hani Tamim, Firas Kobeissy, Samer El Hayek. "Psychological distress experienced by physicians and nurses at a tertiary care center in Lebanon during the COVID-19 outbreak", Journal of Health Psychology, 2021

10 words — < 1%

Crossref

83 Mcconnell, Amy C.. "How Does the Remote Work Environment Impact Teachers' Mental Health and Well-Being in a K-12 Online School? An Explanatory Sequential Mixed Methods Study", Baylor University, 2023
ProQuest
10 words — < 1%

84 Rachel L. Dirks, Tawnya D. Smith, Patricia A. González-Moreno, Allyn Phelps. "Mental Health and String Education: Identifying Key Concerns Within the American String Teachers Association Community", String Research Journal, 2023
Crossref
10 words — < 1%

85 Sagone, Elisabetta, and Maria Elvira De Caroli. "Are Special Needs Teachers More Burned-out Than Volunteers with Disabled People?", Procedia - Social and Behavioral Sciences, 2014.
Crossref
10 words — < 1%

86 Schwartz, Samantha L.. "Profiles of Teacher Context and Competence to Predict Emotional State: Latent Profile Analysis", Temple University, 2023
ProQuest
10 words — < 1%

87 Shabazz-Anderson, Fareeda. "In Search of Superwoman: A Phenomenological Study of Health, Wellness, and Female High School Principals in Urban Settings", Teachers College, Columbia University, 2022
ProQuest
10 words — < 1%

88 Wilkins, C'monee. "An Investigation Into Teacher Perceptions of Burnout During the Covid-19 Pandemic", Fayetteville State University
ProQuest
10 words — < 1%

89 Yang Wang, Aaron Ramos, Hui Wu, Li Liu, Xiaoshi Yang, Jiana Wang, Lie Wang. "Relationship
10 words — < 1%

between occupational stress and burnout among Chinese teachers: a cross-sectional survey in Liaoning, China", International Archives of Occupational and Environmental Health, 2014
Crossref

90	commons.emich.edu Internet	10 words — < 1%
91	content.iospress.com Internet	10 words — < 1%
92	epdf.tips Internet	10 words — < 1%
93	es.scribd.com Internet	10 words — < 1%
94	etd.ohiolink.edu Internet	10 words — < 1%
95	i-rep.emu.edu.tr:8080 Internet	10 words — < 1%
96	ia601604.us.archive.org Internet	10 words — < 1%
97	nanopdf.com Internet	10 words — < 1%
98	open.uct.ac.za Internet	10 words — < 1%
99	psychology-news.ru Internet	10 words — < 1%
100	slideheaven.com Internet	

10 words — < 1%

101 www.dovepress.com
Internet
10 words — < 1%

102 www.medrxiv.org
Internet
10 words — < 1%

103 www.nuffieldfoundation.org
Internet
10 words — < 1%

104 Afsheen Rezai. "The role of teacher assessment literacy in job stress and job burnout in EFL contexts: a mixed-methods investigation", Asian-Pacific Journal of Second and Foreign Language Education, 2024
Crossref
9 words — < 1%

105 CHRISTINA FREDERIKSEN, OLE ANDRÉ SOLBAKKEN, RASMUS W. LICHT, CARSTEN RENÉ JØRGENSEN et al. "Emotional dysfunction in avoidant personality disorder and borderline personality disorder: A cross-sectional comparative study", Scandinavian Journal of Psychology, 2021
Crossref
9 words — < 1%

106 Chris Giebe, Thomas Rigotti. "A typological approach of perceived resource fluctuations after job transitions in a representative panel study", European Journal of Work and Organizational Psychology, 2020
Crossref
9 words — < 1%

107 Cody, Paula. "A Perspective on Novice Teachers, Retention, and School Performance: A Qualitative Exploratory Single-Embedded Case Study", University of Phoenix, 2023
ProQuest
9 words — < 1%

108 DeJesus, Christina. "How Is Student Behavior and Teachers' Perception Impacted by the Implementation of Trauma-Informed Schools on Children Who Have Experienced ACEs and Trauma?", Cedar Crest College, 2022
ProQuest
9 words — < 1%

109 Hageman, David M.. "The Relationship between Burnout and Self-Efficacy in Professional Firefighters", Grand Canyon University, 2022
ProQuest
9 words — < 1%

110 Haji-Georgi, Maria. "Lovingkindness Meditation: Effects on Teacher Burnout, Emotion Regulation, and Teacher-Student Interaction Quality", State University of New York at Albany, 2023
ProQuest
9 words — < 1%

111 Iris, Michael William. "Burnout of Career Development Professionals in Higher Education: An Action Research Study on Staff Retention", College of Saint Elizabeth, 2023
ProQuest
9 words — < 1%

112 Krista Howard, Kelly Haskard-Zolnierek, Angela Johnson, Sinjin Roming, Rachel Price, Briana Cobos. "Somatization disorder and stress in teachers: a comprehensive occupational health evaluation", Journal of Applied Biobehavioral Research, 2017
Crossref
9 words — < 1%

113 Millicent H. Abel, Joanne Sewell. "Stress and Burnout in Rural and Urban Secondary School Teachers", The Journal of Educational Research, 1999
Crossref
9 words — < 1%

114 Munoz, Berna. "The Association Between Teacher Burnout and Technology Integration in Title I Schools", The University of West Florida, 2023
ProQuest
9 words — < 1%

115 Nour Regaieg, Lobna Zouari, Yosra Mejdoub, Oumayma Elleuch et al. "Prevalence and factors for anxiety and depression among secondary school teachers from Sfax city of Tunisia in times of the coronavirus disease 2019 pandemic: a cross-sectional study", Pan African Medical Journal, 2024
Crossref
9 words — < 1%

116 Payne, Jacqueline. "Compassion Fatigue Among Teachers of Emotional and Behavioral Disability Students: A Basic Qualitative Study", Capella University, 2021
ProQuest
9 words — < 1%

117 Pierucci, Angela Marie. "Occupational Burnout Prevalence: General versus Special Education K-12 Fully Credentialed Educators", The Chicago School of Professional Psychology, 2022
ProQuest
9 words — < 1%

118 Riddington, Helen Louise. "Nature Connectedness as a Predictor of Eudaimonic Well-Being Among K-12 Teachers in Urban Public Schools", Grand Canyon University, 2022
ProQuest
9 words — < 1%

119 Robbins, Katrina Mae. "The Relationship Between Teacher Self-Efficacy, Stress, and Burnout in Rural Secondary Schools", Northcentral University, 2023
ProQuest
9 words — < 1%

120 digitallibrary.tulane.edu
Internet
9 words — < 1%

121	dokumen.pub Internet	9 words — < 1%
122	download.atlantis-press.com Internet	9 words — < 1%
123	engagedscholarship.csuohio.edu Internet	9 words — < 1%
124	eprints.port.ac.uk Internet	9 words — < 1%
125	etd.uum.edu.my Internet	9 words — < 1%
126	etheses.whiterose.ac.uk Internet	9 words — < 1%
127	fisherpub.sjfc.edu Internet	9 words — < 1%
128	mjltm.org Internet	9 words — < 1%
129	mospace.umsystem.edu Internet	9 words — < 1%
130	press-su.com Internet	9 words — < 1%
131	print.ispub.com Internet	9 words — < 1%
132	repository.nwu.ac.za Internet	9 words — < 1%
133	scholar.sun.ac.za	

	Internet	9 words — < 1%
134	text-id.123dok.com Internet	9 words — < 1%
135	www.caepv.org Internet	9 words — < 1%
136	www.gannonjwattscounseling.com Internet	9 words — < 1%
137	www.periodicos.usp.br Internet	9 words — < 1%
138	www.researchsquare.com Internet	9 words — < 1%
139	www.socialresearchfoundation.com Internet	9 words — < 1%
140	www.spotidoc.com Internet	9 words — < 1%

EXCLUDE QUOTES	ON	EXCLUDE SOURCES	< 9 WORDS
EXCLUDE BIBLIOGRAPHY	ON	EXCLUDE MATCHES	< 9 WORDS