

# **Mental Health and Burnout among School Teachers in West Bengal**

*A Synopsis of the PhD thesis*

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## **Chapter Plan**

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## **Chapter – I: Context of the Study**

### **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 unfavourable 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.

Burnout, as 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.

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).

### **Significance 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 endeavours 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 endeavours 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.

## **Chapter – II: Problem of the Study**

### **Review of Literature**

The researcher conducted an extensive review of over sixty studies concerning Teachers' Burnout and Mental Health, predominantly based on survey methodologies. Various sampling techniques were commonly utilized for sample selection across many of these studies. The researcher intends to incorporate a comprehensive synthesis of the various perspectives on teachers' burnout and mental health gleaned from these reviews.

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.

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 Aydin 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.

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 explored the implications of interventions and therapies specifically targeted at teachers.

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.

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.

### **Research Questions**

The researcher has identified the below research questions which he thought, should be on focus throughout the present study: -

- 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”**

#### **Delimitations of the Study**

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.

### **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.

### **Hypotheses of the Study**

**H<sub>0</sub>1:** There is no significant relationship among the levels of teacher's emotional exhaustion and their gender.

**H<sub>0</sub>2:** There is no significant relationship among the levels of teacher's emotional exhaustion and their habitat.

**H<sub>0</sub>3:** There is no significant relationship among the levels of teacher's emotional exhaustion and their subject group taught.

**H<sub>0</sub>4:** There is no significant relationship among the levels of teacher's emotional exhaustion and their social category.

**H<sub>0</sub>5:** There is no significant relationship among the levels of teacher's depersonalization and their gender.

**H<sub>0</sub>6:** There is no significant relationship among the levels of teacher's depersonalization and their habitat.

**H<sub>0</sub>7:** There is no significant relationship among the levels of teacher's depersonalization and their subject group taught.

**H<sub>0</sub>8:** There is no significant relationship among the levels of teacher's depersonalization and their social category.

**H<sub>0</sub>9:** There is no significant relationship among the levels of teacher's personal accomplishment and their gender.

**H<sub>0</sub>10:** There is no significant relationship among the levels of teacher's personal accomplishment and their habitat.

**H<sub>0</sub>11:** There is no significant relationship among the levels of teacher's personal accomplishment and their subject group taught.

**H<sub>0</sub>12:** There is no significant relationship among the levels of teacher's personal accomplishment and their social category.

**H<sub>0</sub>13:** There is no significant mean difference of emotional exhaustion scores among teachers in terms of their gender.

**H<sub>0</sub>14:** There is no significant mean difference of depersonalization scores among teachers in terms of their gender.

**H<sub>0</sub>15:** There is no significant mean difference of personal accomplishment scores among teachers in terms of their gender.

**H<sub>0</sub>16:** There is no significant mean difference of mental health scores among teachers in terms of their gender.

**H<sub>0</sub>17:** There is no significant mean difference of emotional exhaustion scores among teachers in terms of their habitat.

**H<sub>0</sub>18:** There is no significant mean difference of depersonalization scores among teachers in terms of their habitat.

**H<sub>0</sub>19:** There is no significant mean difference of personal accomplishment scores among teachers in terms of their habitat.

**H<sub>0</sub>20:** There is no significant mean difference of mental health scores among teachers in terms of their habitat.

**H<sub>0</sub>21:** There is no significant mean difference of emotional exhaustion scores among teachers in terms of their subject group taught.

**H<sub>0</sub>22:** There is no significant mean difference of depersonalization scores among teachers in terms of their subject group taught.

**H<sub>0</sub>23:** There is no significant mean difference of personal accomplishment scores among teachers in terms of their subject group taught.

**H<sub>0</sub>24:** There is no significant mean difference of mental health scores among teachers in terms of their subject group taught.

**H<sub>0</sub>25:** There is no significant mean difference of emotional exhaustion scores among teachers in terms of their social category.

**H<sub>0</sub>26:** There is no significant mean difference of depersonalization scores among teachers in terms of their social category.

**H<sub>0</sub>27:** There is no significant mean difference of personal accomplishment scores among teachers in terms of their social category.

**H<sub>0</sub>28:** There is no significant mean difference of mental health scores among teachers in terms of their social category.

**H<sub>0</sub>29:** There is no significant correlation between teachers' emotional exhaustion and teaching experience.

**H<sub>0</sub>30:** There is no significant correlation between teachers' depersonalization and teaching experience.

**H<sub>0</sub>31:** There is no significant correlation between teachers' personal accomplishment and teaching experience.

**H<sub>0</sub>32:** There is no significant correlation between teachers' mental health and teaching experience.

**H<sub>0</sub>33:** There is no significant correlation between teachers' mental health and emotional exhaustion.

**H<sub>0</sub>34:** There is no significant correlation between teachers' mental health and depersonalization.

**H<sub>0</sub>35:** There is no significant correlation between teachers' mental health and personal accomplishment.

## **Chapter – III: Method and Procedure of the Study**

The methodology employed for this study is cross-sectional survey research, which entails the collection of relevant data from the target population followed by its analysis using appropriate statistical methods. The researcher opted six districts of West Bengal in the sampling process for this study.

The target population identified for this research comprises school teachers at the secondary and higher secondary levels across those districts of West Bengal. A total of 653 teachers from secondary and higher secondary levels of West Bengal took part in this study.

### **Variables**

The following Independent and Dependent variables were considered in this study:

#### **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 -**

- 1) Teachers' Burnout
- 2) Mental Health

## **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.

### **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.

### **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.

### **Data Collection**

Data collection occurred exclusively on weekdays from 2nd January 2023 to 26th May 2023.

### **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.

### **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.

## **Chapter – IV: Result and Interpretation**

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

## **Chapter – V: Discussion and Conclusion**

### **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.

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.

### **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.

### **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.