

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.