

Research Paper

Burnout, General Well-Being, and Resilience Among School Teachers

Arunima C.^{1*}, Fr. Binny Joseph²

ABSTRACT

The purpose of the study was to assess burnout, general well-being, and resilience among primary, secondary, and higher secondary school teachers. The study was carried out in Kerala (Kannur, Ernakulam, Thrissur, and Kollam). A total of 180 school teachers working in urban and rural areas were selected for the present study. They were administered Maslach Burnout Inventory, General Well-Being Scale, and Brief Resilience Scale. The data analysis was done through Spearman's rank correlation and the Kruskal Wallis test. Results revealed that there was a positive correlation between general well-being and personal accomplishment, i.e., one dimension of burnout. General well-being and resilience were also positively correlated. Resilience correlated with the two dimensions of burnout, i.e., emotional exhaustion is negatively correlated and personal accomplishment positively correlated with resilience. It must also be noted that there was a significant difference in personal accomplishment with respect to grade levels of school teachers, and the result also indicates that primary school teachers had higher personal accomplishment. There was also a significant difference in general well-being with respect to grade levels of school teachers. The higher secondary school teachers obtained higher scores.

Keywords: *Burnout, General Well-Being, Resilience*

A teacher is formally an educator, or a person who helps students to acquire knowledge, competence, or virtue via the practice of teaching. People's relationships with their jobs, and the challenges that might occur when those relationships go wrong, have long been recognized as a significant modern issue. Teaching has been categorized as one of the most stressful occupations within an academic setting. The role of a school teacher is complex and multifaceted. Teaching has been recognized as an emotionally draining and stressful occupation once said that teachers are the "ranks of the chalk-soiled, ink-stained, over-challenged, under-supported, open letter, privacy-riddled, self-control, school-fatigued, lovers of children and ideas" because of their long days, demanding workloads, and infrequent interactions with other adults. Recent government initiatives have only added to the complexity of these responsibilities. There is a chance that adding additional tasks to one's daily schedule will complicate things even more. Teachers have a duty to cultivate close bonds with all of the pupils they come into touch with. Thus,

¹Consultant psychologist

²Consultant psychologist

*Corresponding Author

Received: July 15, 2023; Revision Received: November 7, 2023; Accepted: November 10, 2023

Burnout, General Well-Being, and Resilience Among School Teachers

teachers' psychological wellbeing may influence student-teacher interactions, which consequently, affect the lives of those students closely involved. Organizational and contextual factors have been proven to have a substantial impact on the lives and careers of teachers at the school level, with job stress being a typical occurrence. Teachers experience stress due to a variety of factors, including an excessive workload, disruptive pupils, and a lack of support from parents and administration. Furthermore, various studies regarding mental health in teachers have found that they often encounter anxiety and fear. Teachers' extreme workload may cause mental, physical, and behavioral problems. Furthermore, teachers' mental health concerns have an impact on their performance; stress and anxiety cause job discontent, which leads to teachers resigning. This stress has been linked to burnout, which is characterized by the depletion of emotional resources, feeling negatively toward others, and losing a feeling of accomplishment in one's work.

As per burnout is a mental fatigue caused by a great deal of stress. According to him, when worry persists or intensifies, the stress that results evolve into a condition or sickness known as burnout. And burnout as the inability to care about the people one is directly associated with. A phenomenon known as burnout is characterized by depersonalization, emotional weariness, and a decline in personal achievement. Emotional exhaustion refers to the feeling of emotional and physical distress that an individual experience. One of the key characteristics of burnout is an individual's incapacity to complete activities caused to emotional weariness. Secondly depersonalization is the increase of detached feelings and negative attitudes toward others. Depersonalization is mainly characterized by social withdrawal. Finally, Individuals who experience burnout also experience low levels of personal achievement, suggesting that they often lose credibility in their abilities and effectiveness.

The phrase "well-being" has grown more popular as an explicit educational goal in recent years. Despite its widespread use, it is frequently applied broadly and rarely defined precisely. Typically, in education policy, well-being is defined by conceptual pairings that are prominent in political discourse, such as money, health, and happiness. The quality of people's lives is commonly referred to as well-being. It is a dynamic condition that is enriched when people are able to achieve their personal and social objectives. It emphasizes establishing connections with your neighborhood and those in it, which entails comprehending your own cultural and social background as a gateway to comprehending the breadth and depth of others' backgrounds. Optimism, self-esteem, self-acceptance, and the ability to experience and manage with feelings on an individual and interpersonal level all fall under the umbrella of emotional wellness. Participating in mentally engaging and creative activities is beneficial to one's intellectual well-being. Improving mental health is a possibility. Teachers' well-being has gotten a lot of attention in recent decades, the considerable result of a significant increase in sick leave and job quitting among teachers across cultures and countries. Teaching is a demanding, challenging profession that is prone to stress, burnout, and, more broadly, a high attrition rate, according to the literature. Although the majority of studies have focused on negative measures of teacher performance, more emphasis has recently been paid to teachers' well-being, following the mainstream of positive psychology. Well-being is more than merely avoiding disease at work. Rather, it refers to instructors' ability to operate well at work. While physical, psychological, and mental health all refer to the absence of disease. Resilience in positive psychology refers to one's capacity to deal with whatever challenges life presents. Challenges knock some people down, but they come back stronger and more steadfast than before. Resiliency is a state of self-restoration linked to favorable emotional, affectionate, and cognitive results. People that

Burnout, General Well-Being, and Resilience Among School Teachers

are resilient consider themselves to be survivors. They understand that even when things are challenging, they may persevere until they succeed. Resilience is demonstrated by the capacity to control one's emotions under pressure. This isn't to say that resilient people are immune to powerful emotions like anger, grief, or fear. It suggests they understand those emotions are fleeting and can be managed till they pass.

METHODOLOGY

Aim

The study intends to investigate the difference among school teachers with respect to the three variables, namely Burnout, General Wellbeing, and Resilience, and thus entitled “Burnout, General Wellbeing, and Resilience among school teachers”.

Specific Objectives

The objectives of the study are as followed;

- To find out the relationship between emotional exhaustion and general well-being among school teachers.
- To find out the relationship between depersonalization and general well-being among school teachers.
- To find out the relationship between personal accomplishment and general well-being among school teachers.
- To find out the relationship between general well-being and resilience among school teachers.
- To find out the relationship between emotional exhaustion and resilience among school teachers.
- To find out the relationship between depersonalization and resilience among school teachers.
- To find out the relationship between personal accomplishment and resilience among school teachers.
- To find out whether there is a significant difference between emotional exhaustion among primary, secondary, and higher secondary school teachers.
- To find out whether there is a significant difference between depersonalization among primary, secondary, and higher secondary school teachers.
- To find out whether there is a significant difference between personal accomplishment among primary, secondary, and higher secondary school teachers.
- To find out whether there is a significant difference between general well-being among primary, secondary, and higher secondary school teachers.
- To find out whether there is a significant difference between resilience among primary, secondary, and higher secondary school teachers.

Hypotheses

To meet the objectives of the study the following hypothesis has been put forward.

- H01. There is no relationship between emotional exhaustion and general well-being among teachers.
- H02. There is no relationship between depersonalization and general well-being among teachers.
- H03. There is no relationship between personal accomplishment and general well-being among teachers.
- H04. There is no relationship between general well-being and resilience among teachers.

Burnout, General Well-Being, and Resilience Among School Teachers

- H05. There is no relationship between emotional exhaustion and resilience among teachers.
- H06. There is no relationship between depersonalization and resilience among teachers.
- H07. There is no relationship between personal accomplishment and resilience among teachers.
- H08. There is no significant difference in the level of emotional exhaustion among primary, secondary, and higher secondary school teachers.
- H09. There is no significant difference in the level of depersonalization among primary, secondary, and higher secondary school teachers.
- H010. There is no significant difference in the level of personal accomplishment among primary, secondary, and higher secondary school teachers.
- H011. There is no significant difference in the level of general well-being among primary, secondary, and higher secondary school teachers.
- H012. There is no significant difference in the level of resilience among primary, secondary, and higher secondary school teachers.

Variables

Independent variable: Burnout, General Wellbeing, and Resilience

Dependent Variable: School Teachers

Sample

In the present study the respondents were school teachers. The adequacy of participant is determined by its similarity to the population of the study. Purposive sampling method was used. A total of 180 school teachers (60 Primary school teachers, 60 Secondary school teachers, and 60 Higher secondary school teachers working in urban and rural areas were selected for the present study.

Scale-1: The Maslach Burnout Inventory- Educator Survey (MBI-ES)- Maslach et al., (1996) The Maslach Burnout Inventory- Educator Survey (MBI-ES) is an alternate version of the original Maslach Burnout Inventory (MBI) and measures the same three burnout dimensions such as Emotional Exhaustion, Depersonalization and Personal Accomplishment as the MBI. This inventory is a 22-item measure using self-report along an ordinal seven-point rating scale anchored with a 0 – 6 rating scale. The scoring key for this inventory directs the user to cluster items specific to each of the three burnout factors and then to calculate summative scores for each factor (subscale). Scores for Emotional Exhaustion are considered low within the range of 0 –16, moderate within the range of 17 – 26, and high if they are over 27. Scores for Depersonalization are considered low within the range of 0 – 6, moderate within the range of 7 – 12, and high if they are over 13. The scale is reversed for Personal Accomplishment. This yielded a range of possible scores for Personal Accomplishment from 0 to 48, with scores considered low (minimal dissatisfaction with personal accomplishment) if they are over 37, moderate within the range of 31 – 36, and high within the range of 0 – 30.

Reliability: Reliability coefficients using Chronbach's Alpha estimates for this sample are .87 for Emotional Exhaustion, .62 for Depersonalization, and .87 for Personal Accomplishment.

Burnout, General Well-Being, and Resilience Among School Teachers

Validity: Positive and significant intercorrelation between the MBI subscales of Emotional Exhaustion and Depersonalization (.52) and negative and significant intercorrelations between Emotional Exhaustion and Personal Accomplishment (-.22), and Depersonalization and Personal Accomplishment (-.26).

Scale-2: General Well-Being Scale (GWS)- Chauhan & Didwania (1971) General well-being will be measured with Dr. Vijay Laxmi Chauhan and Ravi Kirti Didwania's General Well Being Scale. The scale consists of 50 items, each item is to be rated on a five-point scale. There are 36 positive and 14 negative statements.

Reliability: The Cronbach's alpha reliability computed with the no. of 380 respondents found 0.78 and significant at 0.01 level.

Validity: The correlation of coefficient was found to be 0.83 and significant at a 0.01 level.

Scale-3: Brief Resilience Scale (BRS)- Smith et al., (2008) Brief Resilience Scale (BRS) was developed by Smith et al., in 2008. The brief resilience scale (BRS) was created to assess the ability to bounce back or recover from stress. The scale measures resiliency as a single construct. The survey consists of six items and does not include subscales: Items 1, 3, and 5 are positively worded, and items 2,4, and 6 are negatively worded. The BRS is scored by reverse coding items 2,4, and 6 finding the mean of the six items. The following instructions are used to administer the scale: Please indicate the extent to which you agree with each of the following statements by using the following scale: 1-strongly disagree, 2-disagree,3-neutral,4-agree,5-strongly agree."

Reliability: The six-item survey has good internal consistency with Cronbach's alpha ranging from 0.80 to 0.91.

Validity: The reliability of BRS is 0.69 and it has good convergent validity.

Procedure

The survey method is used to collect data from the target samples and gather insights into their preferences, opinions, choices, and feedback. All participants are informed about the nature of the study and assurance was given that their responses to the study questions will remain confidential. To participate in the study, all respondents gave their informed consent. The participation was on a voluntary basis and did not receive any financial reward. Data was collected through direct visit and by circulating Google Forms through various social media platforms. For participants who found it difficult to follow the questionnaire, the researcher had given assistance.

RESULT AND DISCUSSION

This chapter discusses the findings and conclusions reached after conducting a thorough statistical analysis of the data acquired for the current study. The outcomes are then interpreted. The study was conducted to do a comparison of Burnout, General Wellbeing, and Resilience among school teachers. The data collected from a total of 180 school teachers (60 Primary school teachers, 60 Secondary school teachers, and 60 Higher secondary school teachers working in urban and rural areas were selected for the present study.

Burnout, General Well-Being, and Resilience Among School Teachers

Table 4.1 Profile of the participants

Variable	Categories	Frequency	Percentage
Gender	Female	118	65.6
	Male	62	34.4
Grade Level	Primary School Teacher	60	33.3
	Secondary School Teacher	60	33.3
	Higher Secondary School Teacher	60	33.3
Socioeconomic status	Lower	1	0.6
	Middle	170	94.4
	Upper	9	5.0
School	Aided	50	27.8
	Unaided	38	21.1
	Government	92	51.1

Out of the total sample size of 180, 65.6 are female (n=118) and 34.4 were males (n=62). 33.3% were primary, 33.3 % were secondary and 33.3% were higher secondary school teachers. 0.6 % of teachers were from lower socioeconomic status. 94.4% school teachers were from middle socioeconomic and 5.0% were from upper socioeconomic status. 27.8 % of teachers were working in aided schools, 21.1% of teachers were working in unaided and 51.1% of teachers working in government school.

Table 4.2 Kolmogorov-Smirnov normality test

Variable	Statistic	Df	Sig.
Sum of emotional exhaustion	.966	180	.000
Sum of depersonalization	.942	180	.000
Sum of personal accomplishment	.981	180	.015
Sum of general wellbeing	.956	180	.000
Sum of resilience	.967	180	.000

As the p-value is less than 0.05 for all the variables it can be inferred that the data is not normally distributed. Hence appropriate non-parametric tests were used for analysis.

Table 4.3 Correlations of Study Variable

Variable	1	2	3	4	5
1. Emotional exhaustion	–	–	–	-.134	-.187*
2. Depersonalization	–	–	–	-.032	-.158*
3. Personal accomplishment	–	–	–	.433**	.154*
4. General Wellbeing	-.134	-.032	.433**	–	.240**
5. Resilience	-.187*	-.158*	.154*	.240**	–

Note: *significant at .05 level, **significant at .01 level

The findings showed a moderate positive correlation between general wellbeing and one dimension of burnout i.e., personal accomplishment at 0.01 significance level. Depersonalization and emotional exhaustion the two dimensions of burnout were negatively correlated with the variable resilience, while the aspect of personal accomplishment is positively correlated. However, their relationship strength was weak. At 0.01 significance level, there was a weak positive correlation between resilience and general well-being.

Burnout, General Well-Being, and Resilience Among School Teachers

Table 4.4 *Difference in the dimension of burnout with respect to primary, secondary, and higher secondary school teachers (N=180)*

Variable	Groups	N	Mean Rank	df	p
Emotional exhaustion	Primary school teachers	60	76.54	2	0.038*
	Secondary school teachers	60	96.17		
	Higher secondary school teachers	60	98.79		
Depersonalization	Primary school teacher	60	87.83	2	0.730
	Secondary school teacher	60	88.87		
	Higher secondary school teacher	60	94.80		
Personal accomplishment	Primary school teacher	60	102.76	2	0.033*
	Secondary school teacher	60	90.77		
	Higher secondary school teacher	60	77.98		

Note: * significant at .05 level

Table 4.4 indicates the difference in the dimension with respect to the primary, secondary, and higher secondary school teachers. The p-value obtained is less than 0.05 and hence the null hypothesis is rejected. From the table it can be inferred that higher secondary school teachers had higher emotional exhaustion. For the dimension depersonalization, the value was greater than 0.05. Hence the null hypothesis is retained. Personal accomplishment, the other dimension of burnout the obtained p-value is less than 0.05, hence the null hypothesis indicating there is no significant difference in personal accomplishment with respect to grade level is rejected. Personal accomplishment is found to be higher among primary school teachers.

Table 4.5 *Difference in the general wellbeing of groups with primary, secondary, and higher secondary school teachers (N=180)*

Groups	N	Mean Rank	df	p
Primary school teachers	60	91.02	2	0.031*
Secondary school teachers	60	77.73		
Higher secondary school teachers	60	102.76		

Table 4.5 shows differences in the general wellbeing of groups with primary, secondary, and higher secondary school teachers. The p-value is less than 0.05. Hence the null hypothesis is rejected. There exists a significant difference in general well-being with respect to grade levels. General well-being is higher among higher secondary school teachers.

Table 4.6 *Difference in the resilience of groups with primary, secondary, and higher secondary school teachers (N=180)*

Groups	N	Mean Rank	df	P
Primary school teacher	60	92.63	2	0.622
Secondary school teacher	60	85.23		
Higher secondary school teacher	60	93.65		

Table 4.6 indicates the no difference in the resilience of groups with respect to grade level. As the p-value obtained is greater than 0.05, the null hypothesis is retained. There is no significant difference in resilience with respect to grade level.

DISCUSSION

The study's objective was to evaluate burnout, general wellbeing, and resilience in primary, secondary, and higher secondary school teachers. The present study also investigated on how these variables change across teachers of various grade levels in terms of their relationships. The second variable general well-being is defined as the personal feeling of satisfaction, pleasure, the fulfillment of life accomplishment and of one's part in duty, success, usefulness, and acceptance with no anxiety, discontentment, disturbance, etc. School teachers deal with a variety of issues in both their personal and professional lives. Each day brings new challenges and difficulties for them. However, the majority of people are unaware of their challenges and capabilities in their professional lives. Present study found about their emotional weariness, degree of accomplishments on a personal level, general wellness, and capacity to recover from conflicts through this study. It provides an equal and balanced view of the respondents. Total number of the respondents were equally representing primary secondary and higher secondary school teachers, i.e., 60 per grade level. The test for normality using the Kolmogorov-Smirnov was done for all three scales. Spearman's rank correlation test was used to analyze the relationship between the variables and the Kruskal Wallis test was used to compare three groups on the dependent variable.

The findings of investigation show that there was a correlation between the study's variables. Emotional exhaustion, depersonalization, and personal accomplishment are the fundamental three elements of burnout. Here, the three dimensions of burnout are associated with the other two study variables. Personal accomplishment was positively correlated with both the variables of resilience and general wellbeing, and it was evident that emotional exhaustion was negatively correlated with resilience and also depersonalization negatively correlated with resilience. Additionally, personal accomplishment and emotional exhaustion, i.e., the dimensions of burnout and the general wellbeing change depending on the teachers' particular grade levels. The first hypothesis states that, there is no relationship between emotional exhaustion and general well-being among teachers. This result indicates that a teacher's emotional exhaustion regarding their professional life and personal life doesn't relate with their overall wellness. Variables are still holding null hypothesis as a result. Farzi et.al., (2018) conducted study that revealed that, there was a substantial negative link between teacher burnout and subjective wellbeing. And the second hypothesis also accepted by the result of the research, i.e., there is no relationship between depersonalization and the general well-being among teachers. General well-being is the quality of life of a person/individual in terms of health, happiness and prosperity rather than wealth. The constant sensation of viewing oneself from outside one's body or having the impression that one's surroundings aren't real is known as depersonalization. As per the result, there is no relationship between general well-being and depersonalization. It may due to the following reasons, such as the participant's characteristics may influence their reaction to questions about depersonalization. For example, if the subject is relaxed or in a physically and emotionally well state, their stress level may be low. As a result, it may have an impact on the overall outcome of the current study. In the case of the third hypothesis, there is no relationship between personal accomplishment and general well-being among teachers. That is the result indicates that general well-being and personal accomplishment, one dimension of burnout was positively correlated. Clearly, personal accomplishments are increased with increasing general well-being or vice versa. Personal accomplishment is the most motivating factor in all career sections. It motivates to do anything in their life. Some people don't achieve any rewards in their life, such people always fall backward in their professional and personal life.

Burnout, General Well-Being, and Resilience Among School Teachers

The finding as per the hypothesis that there is no relationship between general wellbeing and resilience among teachers, it was rejected. Because, there was a positive correlation found between general wellbeing and resilience. The present finding could be associated with the hypothesis that “there is no relationship between emotional exhaustion and resilience among teachers”. It was also rejected by the result. The current study result shows that emotional exhaustion and resilience were negatively correlated. It indicates that emotional exhaustion can decline due to increasing resilience power and vice versa. Emotional exhaustion is a dimension of the variable burnout. It is mainly caused due to the overwhelmed and stressful life events. Now the teaching job sometimes leads to emotional exhaustion. The job stress begins to accumulate from negative events in life that can find themselves in a state of feeling emotionally worn out and drained. This exhaustion can be declined throughout the ability of resilience. After a negative event, the bounce back of people can help to relieve emotional exhaustion. Then the next two hypotheses are also based on the dimensions of variable burnout, in which the null hypothesis “there is no relationship between depersonalization and resilience among teachers” was rejected. The result shows that there is a negative correlation between resilience and the depersonalization. That is the feeling of seeming unreal or not belonging to oneself automatically declines the set back to life. And the next hypothesis states that there is no relationship between personal accomplishment and resilience among teachers. The results of the current study showed that there is a positive correlation between the variables, i.e., the variables are rejecting the null hypothesis. This means that as the level of personal accomplishment increases in a teacher, the resilience also increases.

The eight hypothesis states that there is no significant difference in the level of emotional exhaustion among primary, secondary, and higher secondary school teachers. There was a significant difference in the level of emotional exhaustion among primary, secondary, and higher secondary school teachers. Thus, the hypothesis was rejected. When comparing the grade levels of school teachers, the higher secondary teachers was having high emotional exhaustion. Comparatively they deal with the adolescent people, and higher secondary education is the main turning point of a student's career, so it will lead to high job stress and their emotional weariness. So, the result is accurate. Based on findings, there was also no significant difference in the level of depersonalization among primary, secondary, and higher secondary school teachers. So, the null hypothesis is also accepted by the result.

The result further showed that there was a significant difference in personal accomplishment, among grade levels of school teachers. Thus, the hypothesis that there is no significant difference in the level of personal accomplishment among primary, secondary, and higher secondary school teachers is rejected. When comparing primary, secondary, and higher secondary school teachers, the primary school teachers have the higher personal accomplishment. As a result, most of the primary school teachers achieve rewards and other achievements in their professional life than other grade levels of teachers. The eleventh hypothesis states that there is no significant difference in the level of general well-being among primary, secondary, and higher secondary school teachers. There was also a significant difference in the level of general well-being among primary, secondary, and higher secondary school teachers. When comparing primary, secondary, and higher secondary school teachers, the higher secondary school teachers have the higher general well-being. Higher secondary school teachers work with more mature students than primary or secondary school teachers. As a result, their responsibility is primarily focused on their students' educational aspects rather than their personal components. If a teacher is optimistic

Burnout, General Well-Being, and Resilience Among School Teachers

in all aspects of his or her life, it suggests that he or she maintains general well-being in their life and that their personal and professional lives are balanced.

The further result shows that the present study has no significant difference in the level of resilience among primary, secondary, and higher secondary school teachers. Thus, the hypothesis that there is no significant difference in resilience among different grade levels of school teachers is accepted. An individual's resilience capacity may be affected by personal characteristics. The characteristics of the sample influence the current study findings. According to the findings, resilience capacity varies depending on the individual rather than the type of their profession. As a result, the findings demonstrate that there is no statistically significant relationship between the level of resilience among primary, secondary, and higher secondary school teachers.

SUMMARY AND CONCLUSION

Implications of the study

Study provides an investigation of burnout, general wellbeing and resilience among school teachers at different grade levels. The findings of the study may be a benefit to the teachers to understand more about their job burnout and their general wellbeing. It helps the teachers to make more resources and strategies to improve their resilience power and general wellbeing and also gives information to the society about the burnout that suffered by the school teachers and their general wellbeing and capacity to resilience.

Limitations of the study

- The sample was restricted to Kannur, Ernakulam, Thrissur and Kollam district of Kerala.
- There may be other extraneous variables that affect the study.
- The truthfulness of the study depends on the honesty of the participants.

Suggestions for future research

- The present study is restricted to Kannur, Ernakulam, Thrissur and Kollam district, thus further research could be done including the rest of the districts in Kerala.
- There were only limited variables used in the study, inclusion of other variables can help in further research.
- The future study can be done including intervention programs to reduce the job burnout and increase the general well-being and resilience capacity among the teachers in various grade levels.

CONCLUSION

The study concluded that there is a positive correlation between general well-being and personal accomplishment, i.e., one dimension of burnout. General well-being and resilience was also positively correlated. Resilience is correlated with the two dimensions of burnout, i.e., the emotional exhaustion is negatively correlated and the personal accomplishment positively correlated with the resilience. It must also be noted that there was a significant difference in personal accomplishment with respect to grade levels of school teachers, and the result also indicates that primary school teachers have higher personal accomplishment. There was also a significant difference in general well-being with respect to grade levels of school teachers. the higher secondary school teachers obtained higher scores. For the variable resilience, there is no significant difference with the grade levels of school teachers.

REFERENCES

- Alvarado, A.C. (2019). Resilience, mental health, and burnout among school teachers In Mexico. ProQuest: US.
- Archer, J., Probert, B.S., & Gage, L. (1987). College Student's attitudes toward wellness. *Journal of College Student Personnel*, 28(4), 311-317.
- Basim, H. N., & Cetin, F. (2011). The reliability and validity of the Resilience Scale for Adults-Turkish Version. *Turk Psychiatry Dergisi*, 22(2), 104-114.
- Beltman, S., Mansfield, C., & Price, A. (2011). Thriving Not Just Surviving: A Review of Research on Teacher Resilience. *Educational Research Review*, 6, 185-207. <https://doi.org/10.1016/j.edurev.2011.09.001>
- Chan, D.W. (2006). Emotional intelligence and components of burnout among Chinese Secondary school teachers in Hong Kong. *Teaching and Teacher Education*, 22(8), 1042-1054. <https://doi.org/10.1016/j.tate.2006.04.005>
- Dworkin, A.G. (2009). Teacher Burnout and Teacher Resilience: Assessing the Impacts of the School Accountability Movement. *International Handbook of Research on Teachers and Teaching*, 419-509.
- Farizi, F.A., Fahmi, A.Z., Muthia, W.S., & Widiastara, N. (2018). Teacher Subjective and Burnout among Teachers in Yogyakarta. *Arts and Education Research Journal*. vol 5 issue 2.
- Federici, R.A., & Skaalvik, E.M. (2012). Principal self- efficacy: relations with burnout, job Satisfaction and motivation to quit. *Social Psychology of Education*, 15(3),295-320. <https://doi.org/10.1007/s11218-012-9183-5>
- Freudenberger, H.J. (1977). Burnout: The Organizational Menace. *Training and Development Journal*, 31,26-27.
- Garcia, M.I.V., & Gambarte, M.I.G. (2019). Relationship between the Dimensions of Resilience and Burnout in primary school Teacher. *International Electronic Journal of Elementary Education*. Vol 12. issue2,189-196.
- Gibbs, S., & Miller, A. (2014). Teacher's resilience and wellbeing: a role for educational Psychology. *Teachers and Teaching: theory and practice*, 2014 Vol. 20, No. 5, 609–621.
- Gopal, M., & Jagadeesh, D.H. (2017). Predictions of Burnout Among Teacher Educators by social intelligence. *International Education and Research Journal*, volume-3, issue-12
- Gurman, et.al. (2021). Effect of inquiry-based stress reduction (IBSR) intervention on wellbeing, resilience and burnout of teachers during the COVID-19 pandemic. *International Journal of Environmental Research and Public Health*, 18(7), 3689. <https://doi.org/10.3390/ijerph18073689>.
- Hascher, T., Beltman, S., & Mansfield, C. (2021). Teacher Wellbeing and Resilience: towards an integrative model. *Educational Research*, 63(4),416-439. <https://doi.org/10.1080/00131881.2021.1980416>.
- Hermann, et.al. (2011). What is Resilience? *La Revue de Psychiatric*, vol 56, no 5.mai 2011.
- Husseini Qomi, T., & Salimi Bejestani, H. (2012). The Relationship between Religious Orientation and Endurance among the Mothers having Ailing Children Ravanshenasi-vadin, 4(3), 69-82.
- Jagad, H.M. (2020). Psychological Wellbeing and Mental Health of Students. *International Journal of Indian Psychology*, 8(1), 433-441.
- Jennett, H. K., Harris, S. L., & Mesibov, G. B. (2003). Commitment to philosophy, teacher efficacy, and burnout among teachers of children with autism. *Journal of Autism and Developmental Disorders*, 33, 583e593.
- Khalid, S., Irshad, M.Z., & Mahmood, B. (2011). Job Satisfaction among Academic Staff: A Comparative Analysis between Public and Private Sector Universities of Punjab, Pakistan. *International Journal of Business and Management*, 7(1). <https://doi.org/10.5539/ijbm.v7n1p126>.

Burnout, General Well-Being, and Resilience Among School Teachers

- Koh, W.L., Steers, R.M., & Terborg, J.R. (1995). The Effects of transformational leadership on teacher attitudes and student performance in Singapore. *Journal of Organization Behavior*, 16(4), 319-333. <https://doi.org/10.1002/job.4030160404>
- Kyriacou, C. (2001). Teacher Stress: Directions for future research. *Educational Review*, 53(1), 27-35. <https://doi.org/10.1080/00131910120033628>.
- Laikuen, B. (2014). Stress, burnout and resilience of teachers of students with emotional behavioral challenges. *a springer open journal* 2014. 3; 04.
- Lata, S. (2017). A study of General Wellbeing of Adolescents in Relation to their Residential Background, Type of School and Academic Achievements. *International Journal of Research in Social Science*, 7(11).
- Lawrence, A.A.S. (2017). General Well-being of Higher Secondary Students. *i- manager's Journal on Educational Psychology*.10(3), 20. <https://doi.org/10.26634/jpsy.10.3.10380>.
- Leiter, M.P., & Durup, J. (1994). The Discriminate Validity of Burnout and Depression: A Confirmatory Factor Analytic Study. *Anxiety, Stress and coping. Advances in Physical Education* 7, 357-373. <https://dx.doi.org/10.1080/10615809408249357>
- Lo, B.L.K. (2014). Stress, Burnout and Resilience of Teachers of Students with emotional behavioral challenges. *Springer Plus*, 3(S1). <https://doi.org/10.1186/2193-1801-3-s1-o4>
- Lubbadeh, T. (2020). Job Burnout: A General Literature Review. *International Review of Management and Marketing*, 10(3),7-15. <https://doi.org/10.32479/irmm.9398>
- Lydia, B.K., Babu, R.R., & Kerletta, S. (2020). General Wellbeing among Female College Going Students, Dharmapuri. *Decolonising Social Work Education and Practice*, 68(46).
- Maslach, C., Jackson, S. E., & Leiter, M. P. (1996). *Maslach burnout inventory manual* (3rd ed.). Mountain View, California: CPP, Inc.
- Maslach,C., & Leiter, M.P. (2017). *The handbook of stress and health: A guide to research and practice* (pp.36-56). Retrieved from: <https://doi.org/10.1002/9781118993811.ch3>
- Misra, S., & Sharma, R.K. (2022). Correlation Between Teacher Burnout and Effectiveness among Secondary School Teachers at Private Schools. *IJRCT.vol.10, Issue 1*.
- Montgomery, C., & Rupp, A.A. (2005). A meta- analysis for exploring the diverse causes and effects of stress in teachers. *Canadian Journal of Education/ Revue Canadienne de l'Education*, 28(3),458.
- Nagar, K. (2012). Organizational Commitment and Job Satisfaction among Teachers during Times of Burnout. *Vikalpa*, 37, 43-60.
- Papastylianou, et.al., (2009). Teacher's burnout, depression, role ambiguity and conflict. *Springer Science* 7(11).
- Polat, D., & Iskendar, M. (2018). Exploring Teacher's Resilience in Relation to Job Satisfaction, Burnout, Organizational Commitment and Perception of Organizational Climate. *International Journal of Psychology and Educational Studies*, 5(3), 1-13. <https://doi.org/10.17220/ijpes.2018.03.001>.
- Pretsch, J., Flunger, B., & Schmitt, M. (2012). Resilience Predicts Well-being in Teachers, but not in non-taking employees. *Social Psychology Education* 15,321-336(2012).
- Psychology Today. (2022). Resilience. Retrieved from: [Psychology todey.com/us/basics/resilience](https://www.psychologytoday.com/us/basics/resilience).
- Ramon, J.P.M., Rodriguez, F.M.M., & Lopez, S.P. (2021). Burnout, Resilience and COVID-19 among teachers- predictive capacity of an artificial neural network. *Appl. Sci.* 2021, 11 (17), 8206. <https://doi.org/10.3390/app11178206>
- 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. <https://doi.org/10.1108/jhr-05-2020-0181>
- Renshaw, T.L., Long, A.C.J., & Cook, C.R. (2015). Assessing teacher's positive Psychological functioning at work: Development and validation of the Teacher Subjective Wellbeing Questionnaire. *School Psychology Quarterly*, 30(2),289-306.

Burnout, General Well-Being, and Resilience Among School Teachers

- Richards, K.A.R., Bristol, C.L., Templin, T.J., & Graber, K.C. (2016). The Impact of Resilience on role stressors and Burnout in Elementary and Secondary Teachers. *Social Psychology of Education*, 19(3), 511-536. <https://doi.org/10.1007/s11218-016-9356-x>.
- Richards, K.A., Hemphill, M.A, & Templin, T.J. (2018). Personal and Contextual factors related to teacher's experience with stress and burnout. *Teachers and Teaching*, 24(7). 768-787. <https://doi.org/10.1080/13540602.2018.1476337>.
- Richards, K.A.R., Templin, T.J., Bristol, C.L., & Blankenship, B.T. (2014). Understanding Differences in Role Stressors, Resilience, and Burnout in Teachers. *Journal of Teaching in Physical Education*, 33(3), 383-402. <https://doi.org/10.1123/jtpe.2013-0159>.
- Richmond, V.P., Wrench, J.S., & Gorhan, J. (2009). *Communication, Affect, and Learning in the classroom*. Burgess Publishing: USA.
- Rivera, et.al. (2022). Influence of Resilience on Burnout Syndrome of Faculty Professors. *Int J Environ Res Public Health*. 2022 Jan; 19(2): 910.
- Roy, S. (2018). Wellbeing of Secondary and Higher Secondary school Teachers. *International Journal of Research and Analytical Review*, 5(3).
- Sliskovic, A., & Penezic, Z. (2019). Understanding teacher wellbeing: a cross-lagged analysis of burnout, negative student-related emotions, psychopathological symptoms, & resilience. *An International of Experimental Educational Psychology*. volume 29, 2019-issue 9.
- Skaalvik, E.M., & Skaalvic, S. (2010). Teacher self-efficacy and teacher burnout: A study of relations. *Teaching and Teacher education* 26 (2010) 1059-1069.
- Smith, B. et.al. (2008). The Brief Resilience Scale: Assessing the ability to bounce back. *International Journal of Behavioral Medicine*, 15,194-200.
- Smith, T.M., & Ingersoll, R.M. (2004). What are the effects if Induction and Mentoring on Beginning Teacher Turnover? *American Educational Research Journal*, 41(3), 681-714. <https://doi.org/10.3102/00028312041003681>
- Stern,A., & Cox,J. (1993). Teacher Burnout: The Dull Reality. *Music Educator Journal*, 80(3), 33-36. <https://doi.org/10.2307/3398672>.
- Valli, L., & Buese, D. (2007). The changing roles of teachers in an era of high- stakes accountability. *American Educational Research Journal*, 44(3),519-558. <https://doi.org/10.3102/0002831207306859>.
- Veenhoven, R. (2007). Subjective Measures of Wellbeing. *Human Wellbeing*, 214-239. https://doi.org/10.1057/9780230625600_9
- Zadok, G, T. et.al., (2021). Effect if Inquiry- Based Stress Reduction (IBSR) Intervention on Wellbeing, Resilience and Burnout of Teachers during the COVID- 19 Pandemic. *International Journal of Environmental Research and Public Health*, 18(7),3689. <https://doi.org/10.3390/ijerph18073689>

Acknowledgment

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Arunima, C. & Joseph, B. (2023). Burnout, General Well-Being, and Resilience Among School Teachers. *International Journal of Indian Psychology*, 11(4), 1239-1251. DIP:18.01.111.20231104, DOI:10.25215/1104.111