

Impact of Burn out among College Teachers of Gangtok, Sikkim

Pema D Moktan¹, Dr. Savita Mishra²

¹Research Scholar, ²Supervisor,

^{1,2}Sikkim Professional University, Tadong, Gangtok, Sikkim

ABSTRACT

Burnout is a psychological syndrome resulting from chronic occupational and academic stress that has not been successfully managed. It is characterized by emotional exhaustion, depersonalization or cynicism, and a reduced sense of personal accomplishment and efficiency. In educational settings, burnout emerges due to excessive workload, prolonged pressure, role conflict, and emotional demands, negatively affecting individuals' mental well-being, professional effectiveness, motivation, and overall quality of life. The objectives of the study are to find out significant difference if any in the burn out of college teachers in relation to gender, locale and type of management. The descriptive method of survey was adopted. The sample of this study consisted of private and government college teachers of Gangtok, Sikkim. The findings of the study were that there was significant difference in burn out of teachers in relation to gender and locale and non-significant in type of management variations.

KEYWORDS: *Burn out, workload, Private and government college teachers.*

1. INTRODUCTION

Burnout is a multidimensional psychological condition that develops as a result of prolonged exposure to stress, excessive workload, and emotional demands in professional or academic environments. It is commonly characterized by emotional exhaustion, mental fatigue, reduced motivation, and a decline in personal and professional effectiveness. Individuals experiencing burnout often feel physically drained, emotionally detached, and less capable of meeting daily responsibilities efficiently. The concept of burnout has gained significant importance in recent years, particularly in educational and occupational settings, where continuous pressure, high expectations, and limited coping resources contribute to increased levels of stress and dissatisfaction.

Within education, burnout impacts both teachers and students, affecting their general well-being, performance, and interactions with others. Teachers who consistently deal with heavy academic demands, classroom management difficulties, administrative stress, and insufficient institutional backing may feel emotionally drained and see their job satisfaction decline. Likewise, students facing academic pressure,

competition, and performance expectations may experience anxiety, frustration, and a loss of motivation in learning activities. Burnout affects not just mental and emotional well-being but also lowers productivity, motivation, and the quality of educational results. Thus, grasping the concept of burnout is crucial for fostering healthy educational settings and creating effective coping mechanisms and support structures.

The concept of burnout was first introduced by Herbert Freudenberger (1974), who described it as a state of exhaustion and loss of motivation resulting from prolonged stress and excessive dedication to work. Later, Christina Maslach and Jackson (1981) expanded the concept and defined burnout as a syndrome characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment. Their work became the foundation for understanding burnout in occupational and educational settings.

In recent years, burnout has received growing attention in education due to its detrimental effects on teaching effectiveness, student achievement, and

How to cite this paper: Pema D Moktan | Dr. Savita Mishra "Impact of Burn out among College Teachers of Gangtok, Sikkim" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-10 | Issue-4, August 2026, pp.1347-1351, URL: www.ijtsrd.com/papers/ijtsrd141996.pdf



IJTSRD141996

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educators' psychological well-being. Studies have found that teachers who suffer from burnout typically show lower job satisfaction, diminished motivation, emotional exhaustion, and reduced effectiveness in the classroom. Likewise, students subjected to too much academic pressure and competition may suffer from academic burnout, resulting in anxiety, stress, and withdrawal from learning activities. In 2019, the World Health Organization identified burnout as a syndrome caused by prolonged workplace stress that has not been effectively addressed. Thus, grasping the causes of burnout is crucial for creating nurturing educational settings and enhancing mental well-being for both educators and students.

1.1. Review of Related Literature:

Herbert Freudenberger (1974) introduced the concept of burnout and described it as a state of physical and emotional exhaustion resulting from excessive work pressure and prolonged stress. His study emphasized that individuals working in helping professions, including teachers, are more likely to experience burnout due to continuous emotional involvement in their work.

Cary Cherniss (1980) examined burnout in educational and service professions and concluded that organizational stress, lack of administrative support, and role conflict significantly contribute to teacher burnout. The study emphasized the importance of institutional support systems for maintaining teachers' well-being.

Christina Maslach and Susan Jackson (1981) developed the three-dimensional theory of burnout consisting of emotional exhaustion, depersonalization, and reduced personal accomplishment. Their research highlighted that teachers experiencing burnout often suffer from emotional fatigue, reduced efficiency, and negative attitudes toward students and work responsibilities.

Ayala Malach-Pines and Aronson (1988) studied burnout among professionals and found that excessive workload, lack of recognition, and emotional stress are major causes of burnout. Their findings revealed that teachers working under continuous pressure often experience low motivation and psychological distress.

World Health Organization (2019) recognized burnout as a syndrome resulting from chronic workplace stress that has not been successfully managed. The report identified symptoms such as energy depletion, mental exhaustion, and reduced professional effectiveness, which are commonly observed among college teachers facing academic pressure and workload.

Wilmar Schaufeli and Bakker (2004) conducted research which highlighted that burnout among teachers is strongly associated with job demands, work overload, and emotional stress. Their study suggested that supportive work environments, professional development, and stress management strategies can help reduce burnout and improve teachers' job satisfaction and performance.

Rokadiya and Joshi (2025) conducted a study titled "Exploring Burnout and Work Engagement Among College and University Teachers: A Study of Higher Education Institutions in Gujarat." The study revealed that emotional exhaustion and depersonalization were highly prevalent among younger and less experienced faculty members. The researchers found a negative relationship between burnout and work engagement, emphasizing the need for workload management, mental health support, and professional development opportunities for college teachers.

Colado Tello et al. (2025) investigated burnout syndrome among Spanish university lecturers and found that burnout was closely associated with unhealthy lifestyle habits, mental stress, and reduced physical well-being. The study emphasized that prolonged academic pressure and workload negatively affect teachers' psychological health and professional efficiency.

1.2. Rationale of the Study

Teaching is regarded as one of the most demanding and challenging careers in contemporary society. At higher education institutions, college teachers are expected to take on a variety of responsibilities beyond teaching, such as conducting research, designing curricula, mentoring students, evaluating performance, handling administrative tasks, meeting publication standards, attending seminars, and engaging in institutional activities. As educational reforms expand rapidly, technology evolves, and academic expectations shift, teachers frequently experience ongoing pressure to uphold high performance standards. Extended professional expectations can result in stress, exhaustion, emotional instability, and discontent, eventually causing burnout in college instructors.

Burnout is now a significant issue in higher education, as it impacts not just teachers' professional lives but also their physical, emotional, and psychological health. Teachers who suffer from burnout may exhibit symptoms including emotional exhaustion, diminished motivation, frustration, anxiety, difficulty concentrating, and lower job satisfaction. In many cases, burnout can result in strained interpersonal relationships, diminished classroom effectiveness, increased absenteeism, and

decreased professional commitment. Since teachers significantly impact students' academic progress and personal development, their mental and emotional well-being directly affects the quality of instruction and the overall effectiveness of the institution.

In recent years, burnout among college instructors has grown as a result of heavy workloads, pressure to publish research, competitive environments, job instability, the demands of online instruction, and a lack of balance between professional and personal life. The abrupt move toward digital and technology-driven teaching methods has intensified teachers' stress and professional difficulties. Many teachers find it challenging to balance academic duties with personal and family obligations, which often leads to emotional stress and mental exhaustion. The absence of institutional support, insufficient resources, few opportunities for professional growth, and inadequate acknowledgment of teachers' efforts also play a major role in causing burnout among educators in higher education institutions.

This study is conducted to investigate burnout among college teachers and identify the various factors that contribute to it. The study is significant because understanding the causes and effects of burnout can enable educational institutions, administrators, and policymakers to create effective strategies for managing stress, supporting teachers, and promoting professional well-being. The study's findings may also help enhance job satisfaction, teaching effectiveness, institutional productivity, and the overall quality of higher education. Additionally, the study can raise awareness about the significance of fostering a healthy and supportive work environment for teachers in colleges and universities.

1.2.1. Research Questions

In this regard, the researcher tried to find answer the following queries:

- What is the level of burnout among college teachers?
- What are the major factors contributing to burnout among college teachers?
- How does burnout affect the professional performance and job satisfaction of college teachers?
- Is there any significant relationship between burnout and the mental well-being of college teachers with respect to private and government institution?

1.3. Statement of the Problem

Keeping in view of the above, the problem is stated as "Impact of Burn out among College Teachers of Gangtok, Sikkim"

1.4. Objectives of the study

Keeping in view of the need of the problem, the researcher formulated the following objectives:

1. To study the significant difference, if any, in the burn out of college teachers in relation to their gender variation.
2. To study the significant difference, if any, in the burn out of college teachers in relation to their locale variation.
3. To study the significant difference, if any, in the burn out of college teachers in relation to their type of management variation.

1.5. Hypotheses of the Study

Depending upon the objectives of study the following hypotheses have been formulated:

Ho₁. There is no significant difference in the burn out of college teachers due to gender variation.

Ho₂: There is no significant difference in the burn out of college teachers due to locale variation.

Ho₃: There is no significant difference in the burn out of college teachers due to type of management variation.

1.6. Operational Definitions of the Terms used

Burn out: Burnout is a condition of mental, emotional, and physical tiredness that is usually brought on by excessive labor, ongoing stress, and a lack of control over one's workplace. It is typified by a sense of emotional exhaustion, cynicism, and disengagement with one's job and coworkers. No matter their occupation or seniority, everyone can experience burnout.

College Teachers: College teachers, also known as postsecondary educators or professors, instruct students in higher education. College instructors, also referred to as professors or lecturers, are trained subject-matter experts in charge of teaching higher education and encouraging critical thinking in particular academic fields. College instructors operate on the assumption that students are self-directed adult learners, in contrast to K–12 educators who prioritize core skills and regimented daily supervision. In addition to giving lectures, leading seminars, and marking advanced coursework, their responsibilities frequently include publishing scholarly works, doing original research, advising students on career and research routes, and participating in university governance. College instructors typically act as consultants and facilitators, offering high-level academic advice while placing the onus of time management, in-depth study, and intellectual engagement on the student rather than micromanaging attendance or daily homework.

1.7. Scope and Delimitation

Limitation are some controls or restrictions present during course of research. This study is restricted to only colleges of Gangtok, Sikkim in relation to gender, locale and type of management variations. Limitation are some controls or restrictions present during course of research. This study is restricted to only colleges of Gangtok, Sikkim. The study delimits itself to the teachers from East District (Gangtok). In the present study the perspective of teachers on burn out are taken by the appropriate tool used for the purpose. The study delimits itself to all the colleges of Gangtok. The east district of Sikkim as a sample that has been chosen for the survey. The study was limited to 100 college teachers (50 teachers from 4 private colleges, 50 teachers from 2 government colleges) selected by simple random sampling.

Methodology

Design: The design of the study was a descriptive study design. But the method is correlational study of ex-post facto in nature.

Differential analysis on Burn Out

The data were analysed through descriptive as well as inferential statistics. The normality of distribution was studied through calculation of mean (24.32), median (24.64), mode (25.28), standard deviation (6.08), Q3 (28.57), Q1 (19.93), Q (4.32), P90 (33.63) and P10 (15.82). The skewness was found to be - 0.148 and the value of kurtosis was found out to be 0.242 as against the normal values of zero and 0.263 respectively in case of a normal curve which indicated the curve to be slightly negatively skewed and leptokurtic. Basing upon the mean and standard deviation on the scores on burn out categorization of the sample was made. It was observed that almost 14 percent had high burn out, 16 percent above average, 52 percent of average level, 10 percent below average and 8 percent of teachers had poor burn out. To find out significant differences between two contrasting sub-samples, 't' ratios were calculated. Mean, standard deviation, standard error difference and 't' values of all the sub-samples wise calculated and the result has been presented in a table 1.

Table 1 Summary of 't' ratios between the two sub-samples on Burn Out

Variation	Sub samples	N	M	SD	SED	't' Ratio	Remarks
Gender	Male	55	25.35	6.8	1.49	5.6	p< 0.01
	Female	45	18.68	6.5			
Locale	Rural	54	25.98	5.9	1.78	5.12	p< 0.01
	Urban	46	20.27	5.3			
Type of Management	Private	44	25.21	6.2	1.29	0.85	NS
	Government	56	24.40	6.9			

$t_{0.05 \text{ for } df 109} = 1.98$; $t_{0.01 \text{ for } df 98} = 2.61$

On perusal of the above table, it was evident that the 't' ratio in case of gender variation was highly significant, the male showing supremacy in the degree of burn out compared to the female. The 't' ratios in case of the sub-samples of locale variation group were also significant. Hence the null hypothesis that there does not exist significant difference in burn out was rejected. But the null hypothesis in relation to type of management could not be rejected due to the fact that the 't' ratio was not significant. The results obtained in the study is in conformity with the earlier studies conducted by Singh (2015) & Zada et.al

Population: The teachers of colleges of Gangtok, Sikkim.

Sampling Technique: Simple random sampling technique was taken for the selection of the teachers.

Sample: 100 teachers (50 male and 50 female) from six colleges of Gangtok were selected.

Tools used:

A self-developed tool (Pema, 2024) was used for data collection. There are 3 sections of tools; in first section there are 29 statements, in 2nd section there are 50 statements, in 3rd section there are 19 statements and towards the ending, there are 5 Open Ended Questions where respondents can give their suggestion or leave some comment.

Analysis and interpretation of data

In order to find out the results of the study mean, median, mode, standard deviation and test of significance of difference between means were calculated for all three variables of burn out.

(2021). Hence the investigator desires to conclude that the result obtained was appropriate.

Findings

The findings of the study are summarized below:

- There is significant difference in burn out of male and female college teachers.
- There is significant difference in burn out of college teachers in relation to locale variation.
- There is non-significant difference in burn out of college teachers in relation to Type of management variation.

Conclusion:

Renumeration and Job satisfaction both have to contribute significantly to the good mental health of the teachers. Management as well as Friendly work environment should provide them job satisfaction so that they transmit the knowledge of rich heritage, values, traditions to their students. They must be given freedoms in work place for their professional development. They should be made part of the decision-making process. Management and administration must be supportive, friendly and a trustable authority for them.

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