



**AN EXAMINATION OF PSYCHOLOGICAL WELL BEING, BURNOUT AND
PERCEIVED STRESS AMONG EDUCATORS**

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ABSTRACT

The study offers a thorough summary of the literature on the relationship between educators' burnout, perceived stress, and psychological well-being. Although they have a major influence on students' educational experiences and results, educators frequently deal with a great deal of stress and difficulty in their work. Promoting educator health, retention, and effectiveness in the classroom requires an understanding of the variables affecting psychological well-being as well as the signs of stress and burnout. The subjective assessment of stressors in the educational environment, such as workload, student behavior, administrative expectations, and resource shortages, is known as perceived stress among educators. A common occurrence brought on by ongoing working stress, burnout in educators is typified by emotions of tiredness, cynicism, and diminished professional efficacy. It takes a multimodal approach to address educators' psychological health, perceived stress, and burnout at the individual, organizational, and

systemic levels. Educators can reduce stress and avoid burnout by using techniques including stress management workshops, resilience training, social support networks, and organizational policies that support educator autonomy and work-life balance. In addition, cultivating an environment that values acknowledgment, gratitude, and professional growth is crucial to promoting the wellbeing of educators and improving their efficacy in the classroom. The findings showed that among school instructors, there is a positive association between felt stress and burnout as well as a substantial negative correlation between psychological well-being and perceived stress.

Keywords: *Psychological well-being, perceived stress, burnout, educators*

INTRODUCTION

Stress, burnout, and psychological well-being in school educators are important research topics with broad consequences for educators and students alike. A fundamental idea in psychology, psychological well-being captures the complex interactions among a person's emotional, cognitive, and social aspects. Educators' overall job satisfaction, effectiveness in the classroom, and longevity in the field depend heavily on their psychological health. Educators who have some autonomy in the classroom, that is, the freedom to choose how to manage the classroom and use their own teaching strategies, generally report better psychological wellbeing. Overseeing one's workplace can lower stress and boost job satisfaction. It is crucial to create a welcoming workplace where educators feel appreciated, respected, and supported by administrators and other staff members. Opportunities for cooperation, mentoring, and helpful criticism fall under this category. Effective workload management is essential for mental health. Burnout is less common among educators who have manageable workloads and enough time for lesson planning, assignment grading, and

professional development. Educators' sense of competence and fulfillment can be increased by having access to chances for career progression and continual professional development. The development of new skills and lifelong learning are beneficial to psychological health.

The subjective feeling of feeling overburdened, challenged, or incapable of handling the demands imposed on oneself is referred to as perceived stress. The subjective evaluation of stresses in the educational setting, including workload, time constraints, student conduct, administrative expectations, and resource scarcity, is known as perceived stress among school educators. Educators frequently deal with complex issues that can cause them to feel overburdened and under pressure. The challenges of reaching academic standards, regulating the needs of varied students, keeping the classroom orderly, and handling administrative duties can all lead to stress. Educators may also feel stress from personal issues including work-life balance, job uncertainty, and pressure to advance professionally. Educators' subjective stress levels might differ greatly depending on their unique coping strategies, networks of support, and level of job satisfaction. Excessive levels of perceived stress among educators can negatively impact their health, their ability to do their jobs, and ultimately, the standard of instruction that children get. Thus, enhancing the general well-being and productivity of educators as well as creating a supportive learning environment for kids require an understanding of and commitment to resolving the sources of perceived stress in the school setting. Educators who experience perceived stress may have serious repercussions that impact both them and their students. Prolonged stress can cause several physical health issues, including immune system weakness, headaches, tense muscles, and sleep disruptions.

A psychological condition known as burnout is brought on by ongoing workplace stress

that is not well controlled. It is typified by low levels of professional efficacy, cynicism or disengagement from work, and tiredness. Although burnout can affect people in a variety of professions, helping professions like healthcare, education, and social work are particularly susceptible to it. Burnout has serious repercussions for people, companies, and the caliber of services rendered. Reduced job satisfaction, poor job performance, strained relationships with coworkers, and even physical health issues like headaches, insomnia, and cardiovascular difficulties might result from it. Educators who experience burnout may experience severe repercussions that impact their personal and professional lives. Educators who are experiencing burnout may find it difficult to carry out their duties efficiently. Additionally, it may result in mental health problems like despair and anxiety.

Educators who are burned out may no longer feel as fulfilled and satisfied by their work as they once did. Feelings of disappointment, indifference, and disengagement from their work may result from this. Educators who are experiencing burnout may take more sick days or personal days to deal with their physical and mental tiredness, which could lead to a rise in absenteeism. This may put a pressure on school resources and break the continuity of students' education. Relationships with coworkers, administrators, and students may suffer as a result of burnout. It's possible for educators to become withdrawn, agitated, or less encouraging, which might harm the climate in the classroom. Burnout increases an educator's likelihood of thinking about quitting their job or switching to a different school. In addition to having an adverse effect on student relationships and school continuity, high turnover rates can also raise recruiting and training expenses.

REVIEW OF LITERATURE

According to Emeljanovas et al. (2023) emotional well-being is a challenge in the teaching profession. Educators deal with a lot of stress at work, which can lead to symptoms like burnout, anxiety, and depression. The state of educators' mental health has an impact on student achievement and the quality of education in addition to their personal well-being. Educators' emotional well-being can be effectively enhanced by coping mechanisms. The study aimed to evaluate the connection between stress management and educators' emotional well-being. The study's findings indicated that while a educator's age, seniority, marital status, or size of home may not negatively impact their emotional well-being, their financial standing and interests do positively influence their level of enthusiasm. Authors further suggested that positive coping techniques like self-isolation and alcohol use result in psychological discomfort and decreased motivation at work, whereas constructive coping techniques like problem-solving, physical activity, and hobbies enhance emotional well-being.

A study conducted by Padmanabhanunni and Pretorius (2023) looked at burnout's psychological effects and predictors. When it comes to the COVID-19 pandemic, educators played a crucial front-line role that has frequently gone unacknowledged, and scholarly research has frequently primarily focused on their mental health and well-being. Educators' psychological health has been negatively influenced by the COVID-19 pandemic's extraordinary problems as well as the associated stressors and strains. A total of 355 South African schooleducators participated in the study. They answered questions on perceived vulnerability to disease, fear of COVID-19, role orientation, Maslach Burnout Inventory, Centre for Epidemiological Depression, Beck Hopelessness Scale, Satisfaction with Life Scale, and trait scale of the State-Trait Anxiety Inventory. Multiple regression analysis revealed that, although perceived infectability and role ambiguity strongly predicted personal performance, fear of COVID-19, role ambiguity, and role conflict were significant predictors of emotional

weariness and depersonalization. Age and gender were also anticipated. Additionally, age was a strong predictor of personal accomplishment, as was emotional weariness and depersonalization, respectively. With the exception of the relationship between depersonalization and life satisfaction, the aspects of burnout were generally significant predictors of indices of psychological well-being, such as depression, hopelessness, anxiety, and life satisfaction.

Research conducted by Chaudhry and Chhajer (2023), investigated how stress, thriving, and energy management affect Indian school educators' psychological health. In the post-pandemic age, school educators' psychological health is becoming an increasingly important concern. Government organizations and individual school administrators are tackling this issue in a number of ways. The results imply that psychological well-being is positively impacted by energy management. A moderating influence of both thriving and stress on the correlation between psychological well-being and energy management was additionally discovered. The results substantiate the idea that controlling school educators' energy levels can improve their psychological well-being. These findings advance our theoretical and practical knowledge of the variables that can boost school educators' psychological health and raise educational standards. Organizations can create and carry out energy management initiatives to improve the mental health of educators.

Hammoudi et al. (2023) proposed an article which is a narrative assessment of the relevant research on the mental health and wellbeing of faculty members. Academics' awareness of mental health issues has grown in recent years as a result of faculty members' reports of stress, burnout, anxiety, and depression. The pressure to reconcile personal and professional responsibilities, the hard work environment, and the ongoing pressure of productivity while juggling the demands of teaching, research, mentoring, professional development, and service all have an effect on faculty members' general wellbeing and mental

health. Both the research landscape and institutions of higher learning have undergone structural transformation. Academics' mental health has suffered significantly as a result of these adjustments, faculty- and student-specific variables, and the COVID-19 pandemic. It provides an overview of the research on the variables affecting faculty mental health and displays the frequency of anxiety, depression, and faculty members across the academic ladder and in a variety of academic specialties experience stress and burnout.

METHODOLOGY

Research Objective

This examination aims to assess the levels of psychological well-being, burnout, and stress among school educators utilizing the Perceived Stress Scale (PSS), Maslach Burnout Inventory (MBI), and Psychological Well-being Scale (PWBS-18). Through this comprehensive evaluation, the study seeks to gain insights into the mental health challenges faced by educators and identify potential areas for intervention and support within educational settings

Hypothesis

H₀₁: There is no significant association between psychological well being and burnout

H₀₂: There is no significant association between psychological and perceived stress.

H₀₃: There is no significant negative association between burnout and perceived stress.

Method

A survey was carried out on a sample size of 150 educators who were chosen by the snowball sampling method. Data was gathered online using Google Forms. The majority of them were from various public and private schools and universities in India. During the course of the two-week survey, the necessary data was gathered using particular variable scales. This study was done using quantitative methods. A statistical analysis will be conducted after the data collection is further scored. In addition to the statistical approach and sampling, prior research publications were examined to identify knowledge gaps and study constraints; as a result, the literature review method was also included in the analysis.

Sample

The study was conducted on 150 educators; between. Socio-demographic details like age, gender, qualifications, and respective institutions obtained in the last exam were also collected after the participants willingly gave their consent to give responses.

Inclusion Criteria: Educators from private and public institutions

Exclusion Criteria: Individuals with intellectual disability (severe, profound) were excluded from the study. Individuals with substance dependence (except nicotine, alcohol, tobacco etc) were excluded from the study. Individuals who are differently abled were excluded from the study.

Description of Tools

Psychological well-being scale (PWBS-18): The 18-item Psychological Well-Being Scale is a quick self-assessment tool that evaluates psychological well-being in relation to six

domains: self-acceptance, positive relationships with others, environmental mastery, autonomy, and personal growth. Using a 6-point Likert scale, which goes from 1 (strongly disagree) to 6 (strongly agree), participants indicate how much they agree with each statement. The scale offers information on several facets of psychological health and general well-being. The PWBS-18 has shown satisfactory reliability with Cronbach's alpha coefficients typically ranging from 0.70 to 0.85, demonstrating good internal consistency across its subscales. Numerous research conducted across many groups have demonstrated good construct validity, convergent validity, and discriminant validity for the PWBS-18. It has a negative correlation with psychopathology measurements and a favorable correlation with mental health and life satisfaction indicators. PWBS-18 norms can change based on the population and cultural setting being investigated. Norms relevant to a population are frequently provided by researchers, taking into account demographic factors including age, gender, and cultural background. To facilitate interpretation, normative data for each subscale (Autonomy, Environmental Mastery, Personal Growth, Positive Relations with Others, Purpose in Life, and Self-Acceptance) may include mean scores, standard deviations, and percentile ranks.

Perceived Stress Scale (PSS): The Perceived Stress Scale, sometimes known as the PSS, is a popular self-report tool used to gauge people's perceptions of stress. It is composed of ten items that rate the respondents' life's degree of unpredictability, uncontrollability, and overload. On a 5-point Likert scale, with 0 representing never to 4 representing very often, participants rate how frequently they had felt and thought over the course of the previous month. **Dependability:** The Cronbach's alpha coefficients of the PSS normally range from 0.70 to 0.90, showing good dependability. **Validity:** The PSS has shown great internal consistency. **Validity:** The PSS exhibits strong convergent validity with other measures of stress and psychological distress, as demonstrated by its thorough validation across a wide range of groups and

circumstances. The PSS's norms can change based on the demographic and environment in which it was used. It's possible to find normative statistics for some demographic categories, such age, gender, or occupation. It is common for researchers to offer threshold scores or suggestions based on percentile ranks for interpreting PSS scores in relation to the reference group.

Maslach Burnout Inventory (MBI): For evaluating burnout, especially in work environments, the Maslach Burnout Inventory is a validated tool. Emotional Exhaustion, Depersonalization, and Personal Accomplishment are its three subscales. Respondents use a 7-point Likert scale to indicate how frequently they suffer burnout and how often they feel a particular way about their profession. The MBI has demonstrated strong internal consistency; for its subscales, Cronbach's alpha coefficients typically surpass 0.70, signifying dependable measurement. Strong concept validity and criterion-related validity have been demonstrated by the MBI's comprehensive validation in a variety of occupational situations. It has a correlation with similar notions like intentions to leave one's employment and job satisfaction. The three subscales that make up the MBI are Personal Accomplishment, Depersonalization, and Emotional Exhaustion. Typically, occupational groups such as educators, healthcare professionals, and other work environments serve as the basis for MBI norms. For each subscale (Emotional Exhaustion, Depersonalization, and Personal Accomplishment), normative data may comprise average scores, standard deviations, and percentile ranks according to the particular population under study.

RESULTS

The result of the statistical analysis of the study hypotheses are discussed as follows,

PSYCHOLOGICAL WELL BEING

Table 1

Descriptive Statistics

<i>PSYCHOLOGICAL WELL BEING</i>	
Mean	92.4833
Standard Error	1.33605
Median	93.5
Mode	94
Standard Deviation	10.349

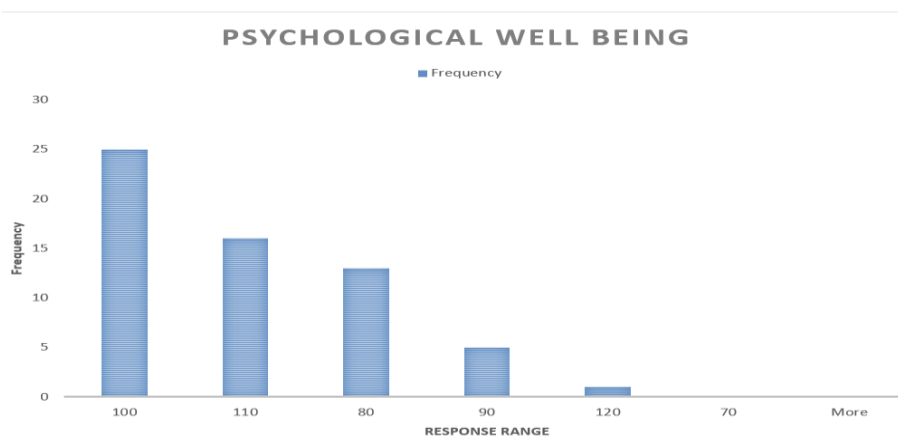


Figure 1: Histogram

Table 1 revealed that the average/mean score of psychological wellbeing is 92.4 and standard deviation is 10.3. Figure 1 representing the histogram depicts that the highest response range of is 100.

Table 2*Descriptive Statistics*

<i>PERCEIVED STRESS</i>	
Mean	20.7333
Standard Error	0.52769
Median	21
Mode	22
Standard Deviation	4.08746

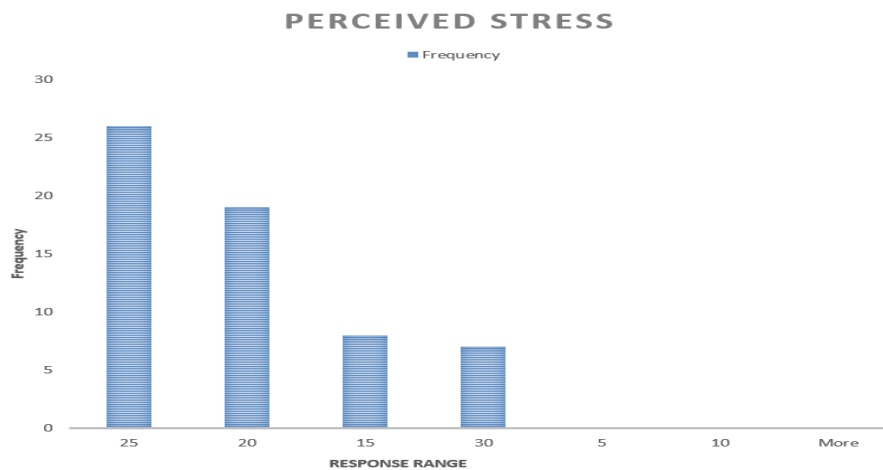
**Figure 2: Histogram**

Table 2 revealed that the average/mean score of perceived stress is 20.7 and standard deviation is 4.08. Figure 2 representing the histogram depicts that the highest response range is 25.

Table 3

Burnout

BURNOUT	
Mean	55.5
Standard Error	2.54613
Median	52.5
Mode	48
Standard Deviation	19.7222

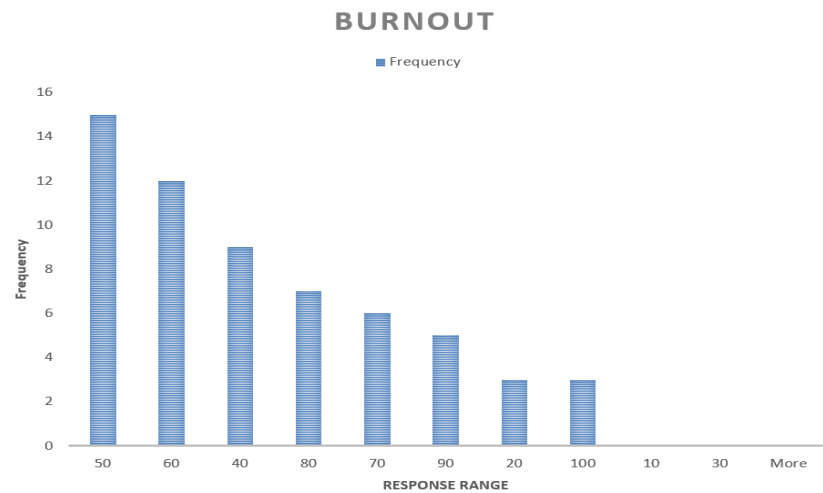


Figure 3: Histogram

Table 3 revealed that the average/mean score of burnout is 55.5 and standard deviation is 19.7

Figure 3 representing the histogram depicts that the highest response range is 50.

TABLE 4*Correlation Matrix*

	<i>PS</i>	<i>B</i>	<i>PWB</i>
PS	1		
B	0.227***	1	
PWB	-0.152***	-0.563***	1

Note: *** $p < .001$

PS: Perceived Stress; B: Burnout; PWB: Psychological Well Being

Pearson correlation demonstrated in Table 4 suggested that psychological well-being (PWB) had moderate negative correlations with burnout (B) ($r = -0.563$, $p < .001$), thus rejecting H_{01} indicating that there is a significant relationship between psychological well-being and burnout. It is seen that psychological well being (PWB) had weak negative correlations with perceived stress (PSS) ($r = -0.152$, $p < .001$), rejecting H_{02} indicating that there is a significant relationship between psychological well-being and perceived stress. The table shows that perceived stress (PSS) had weak positive correlations with burnout (B) ($r = 0.227$, $p < .001$), thus rejecting the H_{03} , indicating that there is a significant relationship between burnout and perceived stress.

DISCUSSION

The study was conducted on psychological wellbeing, perceived stress and burnout. The study investigated the impact psychological well being, perceived stress and burnout among 150 educators teaching in several public and private school and universities located in India. The study investigates the possible association between psychological wellbeing, perceived stress and burnout demonstrates the significant correlations between the three variables.

Psychological Well Being and Burnout

In the current study, findings demonstrated a moderate negative relationship between psychological well-being and burnout ($r=-0.563$, $p<0.001$), thus rejecting H_0 , indicating that there is a significant relationship between psychological well-being and burnout. Burnout and psychological well-being have a complex and important link that is frequently defined by a negative correlation. As a phenomenon brought on by ongoing occupational stress, burnout includes debilitating fatigue, cynicism, and diminished professional efficacy. Conversely, psychological well-being denotes a condition of ideal mental health and flourishing. The consequences of burnout on psychological health can be severe. Burnout's emotional weariness component can sap people's vitality and enthusiasm, leaving them feeling empty and detached from their jobs and life in general. This may compromise people's general sense of fulfillment, happiness, and satisfaction—all crucial elements of psychological well-being. Psychological well-being can be further compromised by burnout, which can also impair emotional regulation and cognitive functioning. Burnout can impair an individual's ability to focus, make judgments, and solve issues efficiently. Additionally, individuals could feel depressing, irritable, anxious, or anxious, which over time might weaken psychological well-being.

Interpersonal connections can suffer from burnout, both within and outside of the job. Burnout-related cynicism and detachment can make it difficult for people to establish and sustain healthy connections, which are essential for psychological health. Burnout can also cause people to retreat from social contacts and support systems, which exacerbates feelings of loneliness and isolation. A person's sense of meaning and purpose in life, which are essential to psychological health, can be undermined by burnout. Burnout can cause people to doubt the worth of their work and the importance of their positions, which can leave them feeling disillusioned and distressed about their place in the universe. Although burnout is linked to a decline in psychological well-being, its effects can be lessened by several resilience and

protective variables. Self-care routines, social support, coping mechanisms, and organizational assistance are some of the tools that can help people manage burnout and preserve their psychological health. Furthermore, developing a sense of purpose and meaning outside of work helps protect people against the detrimental consequences of burnout on psychological health. Psychological well-being and burnout are intimately related, as burnout negatively affects several aspects of psychological well-being. The correlation between psychological well-being and burnout highlights the significance of managing workplace stressors, fostering resilience, and executing treatments to bolster individuals' mental health and overall well-being within organizational contexts.

Physical health issues resulting from burnout might also have an impact on psychological well-being. Burnout-related chronic stress can impair immunity, make people more prone to sickness, and make pre-existing medical disorders worse. Burnout often presents with physical symptoms such as headaches, gastrointestinal problems, and exhaustion. The relationship between mental and physical health emphasizes how comprehensive well-being is and how crucial it is to treat both to advance general health. Psychological well-being can be further impacted by burnout, which can have a detrimental impact on job satisfaction and performance at work. Burnout can cause people to lose motivation, productivity, and interest in their profession. This can set off a downward spiral in which poor performance feeds into more emotions of inadequacy and discontent. On the other hand, there is a positive correlation between psychological well-being and high levels of job satisfaction and engagement, highlighting the mutual influence of work-related variables and mental health. Long-term effects of burnout on psychological health can occur even after people have left demanding job conditions. Studies indicate that burnout can persist and impact people's mental health and overall wellbeing in positions or stages of life that follow. Thus, it is essential to deal with burnout early on and take preventative action to lessen its long-term effects on psychological

health.

Variations in gender and cultural circumstances may exist in the relationship between burnout and psychological well-being. Studies suggest that a number of factors, including role overload, cultural expectations, and discrimination based on gender, may make women more prone to burnout. In a similar vein, organizational policies and cultural norms can affect how people feel about their psychological health and burnout. Comprehending these subtleties is crucial in creating culturally appropriate therapies aimed at addressing burnout and advancing psychological well-being among heterogeneous populations. Burnout is not just an individual issue; it frequently indicates structural problems in businesses and society at large. Employee burnout can be caused by a variety of factors, including an excessive workload, job insecurity, a lack of autonomy, and corporate culture. As a result, systemic treatments that address the organizational and structural causes of job stress and unhappiness are necessary to manage burnout. Burnout and psychological well-being have a complex relationship that is influenced by a range of societal, organizational, interpersonal, and individual factors. Developing comprehensive solutions to prevent burnout, enhance psychological well-being, and build healthy work environments requires an understanding of the intricacy of this relationship.

Psychological Well Being and Perceived Stress

In the current study, findings demonstrated a weak negative relationship between psychological well-being and perceived stress ($r = -0.152, p < 0.001$), thus rejecting H_0 , indicating that there is a significant relationship between psychological well-being and perceived stress. Perceived stress and psychological health have a complicated, reciprocal relationship. The subjective evaluation of stressors in a person's life, particularly the degree to which they feel overburdened or incapable of handling responsibilities, is known as perceived stress. Conversely, psychological well-being includes a range of aspects of mental health, such

as resilience, good emotions, involvement, and meaning. The degree of perceived stress might negatively impact one's mental health. Chronic stressors can cause physical symptoms like headaches and sleep difficulties, as well as emotional distress like worry and sadness. In addition, perceived stress can make it difficult for a person to feel happy, participate in fulfilling activities, and keep fulfilling relationships—all of which are crucial for psychological well-being.

People's cognitive assessment and coping strategies have an impact on the link between perceived stress and psychological well-being. On the other hand, people who don't have adaptive coping mechanisms and view stresses as overwhelming dangers could feel more distressed and have worsened health. The absence of stress is not the only factor that determines psychological well-being; people's capacity to adjust and overcome hardship also plays a role. Maintaining psychological well-being in the face of perceived stress requires resilience, or the ability to deal with and recover from stresses. Even though they might encounter brief setbacks, people with high resilience levels eventually manage to hold onto their optimism, sense of purpose, and personal development, all of which enhance their general wellbeing. The correlation between psychological well-being and perceived stress highlights the significance of putting support networks and interventions in place to reduce stress and enhance well-being. Stress management techniques, mindfulness-based interventions, social support networks, and organizational policies that tackle work-related stressors are some of the strategies that might improve an individual's psychological well-being and help them cope with stress better.

Perceived stress can have a detrimental effect on psychological health, but how people react to stressors is mostly determined by their cognitive assessments, coping strategies, and resilience. Through comprehension of this connection and execution of focused interventions, people and institutions can cultivate enhanced resilience and advance mental health even when confronted with perceived stressors.

Perceived Stress and Burnout

In the current study, findings demonstrated a weak positive relationship between psychological perceived stress and burnout ($r=0.227, p<0.001$), thus rejecting H_03 , indicating that there is a significant relationship between psychological well-being and burnout. There is a strong and frequently reciprocal relationship between burnout and perceived stress, with each idea dynamically impacting the other. Perceived stress and burnout can feed off one another, leading to a vicious cycle. Feelings of overload and strain are influenced by perceived stress, which can originate from a variety of sources including workload, interpersonal disputes, and organizational issues. People who are subjected to extended periods of severe stress are more prone to burnout. On the other hand, burnout can make people feel even more stressed since it makes them feel like they can't keep up with demands. Perceived stress and burnout frequently have similar underlying pressures. High workloads, time constraints, unclear roles, and a lack of resources are a few examples of frequently mentioned stresses that lead to burnout and the perception of stress. These pressures may stem from duties associated with the job, relationships with coworkers, or the general atmosphere and culture of the company.

Cognitive appraisal processes are involved in both burnout and perceived stress, whereby people assess the importance of stressors and their capacity for coping with them. Burnout can cause people to view stressors as more dangerous or unmanageable, which might increase their perceived stress levels. In a similar vein, those who experience high levels of perceived stress may also be more vulnerable to burnout if they believe that stressors are ongoing and excessive. There are similarities between the physical and psychological symptoms of burnout and perceived stress. Physical symptoms include headaches, exhaustion, insomnia, and digestive problems are frequently mentioned by people who are feeling stressed or burned out. In these illnesses, psychological symptoms like depression, anxiety, impatience, and impaired focus are also common.

Interpersonal connections and communication can be impacted by burnout and perceived stress. Burnout and high levels of perceived stress can cause behavioral changes in people, including disengagement, impatience, and emotional reactivity. These behaviors can damage relationships with coworkers, superiors, and loved ones. These interpersonal relationships have the potential to worsen burnout and add to stress levels. Similar therapies and preventive measures are frequently needed to address perceived stress and burnout. These could include work-life balance promotion, resilience-building programs, organizational support initiatives, and stress management strategies. Through addressing prevalent stressors and fostering flexible coping mechanisms, entities and individuals can reduce the likelihood of burnout and perceived stress.

Complex interplay between biological, psychological, and social elements are involved in both burnout and perceived stress. Individual differences in susceptibility to burnout and perceived stress may be attributed to biological variables, including hormone imbalances, neurological reactions to stress, and hereditary predispositions. Psychological elements like coping mechanisms, personality types, and cognitive appraisal processes affect how people view and react to stress, which in turn affects how likely they are to experience burnout. Social support, corporate culture, and cultural norms are examples of social elements that have a big impact on how burnout and perceived stress are experienced. Many times, burnout is thought of as a process that develops over time, with many stages that are distinguished by various symptom patterns and coping techniques. As responsibilities mount and people feel overburdened by work-related pressures, the early stages of burnout may be accompanied by elevated levels of perceived stress. People who are experiencing burnout may show signs of emotional tiredness, depersonalization, and decreased self-accomplishment. These symptoms increase perceived stress and negatively impact psychological health. Knowing the stages of burnout can make it easier to spot those who may be at risk and to put

focused treatments in place to slow down or stop the disease's advancement. Contextual elements including industry, workplace location, corporate culture, and social conventions can all have an impact on the relationship between burnout and perceived stress. Due to their demanding nature, susceptibility to trauma, and lack of resources, some professions—such as healthcare, education, and social services—are more vulnerable than others to high rates of burnout and perceived stress.

Institution Employee experiences of burnout and perceived stress can be influenced by organizational factors such as work-life balance regulations, workload distribution, leadership support, and job autonomy. Moreover, people's readiness to recognize burnout and perceived stress and seek help for it may be influenced by societal views on work, achievement, and mental health. Developing successful preventative and therapeutic measures requires an understanding of how perceived stress and burnout are connected. Comprehensive workplace wellness programs that address the systemic and individual elements causing burnout and perceived stress can be implemented by organizations. Workshops on stress management, training in resilience, employee support programs, flexible work schedules, and campaigns to foster a positive workplace culture are a few examples of these programs.

According to a study by Johnson (2013), there were substantial changes in perceived stress between the three intervention groups and the control group, and burnout was significantly lower in the Educator ($p=0.02$) and Training ($p=0.02$) groups. There were trends toward lower levels of stress and burnout for the TP group. The primary focus of the coding study was on how educators' attempts to manage stress and burnout were impacted by the intra- and inter-individual TRE, TP, and TA tools. New perspectives on classroom competency emerged from focus group interviews, with educators assuming more accountability for upholding classroom discipline—which is by far their major source of stress.

CONCLUSION

Nuanced implications can be drawn from a study on the connection between school educators' psychological well-being, perceived stress, and burnout. It is likely that the study discovered a strong positive relationship between school educators' burnout and their perceived stress levels. Burnout was probably correlated with increased felt stress levels, suggesting that stress is important for the wellbeing of educators. It's likely that the study discovered a negative relationship between educators' psychological well-being and perceived stress. It is likely that higher stress levels are associated with lower psychological well-being, indicating that stress management is essential to educators' ability to maintain good mental health. It's possible that the study pinpointed elements—like workload, a dearth of resources, administrative demands, or difficult student conduct—that lead to burnout in educators. The results most likely highlight how crucial it is to give educators the tools and assistance they need to properly manage their stress and avoid burnout. This can entail putting stress management plans into action, creating a welcoming workplace, and providing tools to deal with the demands of teaching. The quality of education that children get can suffer from high levels of burnout among educators. As a result, managing burnout and advancing educator well-being are crucial for the general performance of the educational system as well as for the health and happiness of educators. Although the study offers insightful information, it also emphasizes the need for more investigation to find out about other factors affecting educators' well-being and to assess how well interventions work.

LIMITATIONS

To evaluate variables at a particular moment in time, cross-sectional designs are used in much research in this field. The direction of effects and causality cannot be established by these investigations, although they can find connections between variables. The links over time

between psychological well-being, perceived stress, and burnout would be more strongly supported by longitudinal research. The assessment of psychological well-being, perceived stress, and burnout in research frequently depends on self-report measures. Although convenient, self-report surveys may not fully capture participants' genuine experiences due to response bias. It would be advantageous for future research to include many informants or objective metrics to give a more thorough knowledge of these concepts. If study participants are not representative of the intended audience, sampling bias may occur. Studies carried out in work environments or using convenience samples, for instance, might not be able to generalize to larger groups.

To improve the external validity of their findings, researchers ought to try to enlist a diverse range of subjects. Research may overlook confounding factors that could affect the connections between perceived stress, burnout, and psychological well-being. The observed connections may be muddled by variables like personality traits, work characteristics, social support, and coping mechanisms. Scholars must meticulously account for these variables or take them into account during their analysis. When extrapolating results, researchers should exercise caution and consider the distinctive qualities of various situations. By addressing these issues, research on psychological well-being, perceived stress, and burnout can become more valid, reliable, and generalizable. This will ultimately result in a deeper comprehension of these concepts and more potent interventions to support mental health and well-being in a range of demographics.

IMPLICATIONS AND FUTURE GUIDELINES

The research has the potential to enhance comprehension of the psychological processes that underlie educators' felt stress and burnout during their adult years. It clarifies the relationship between stress and burnout and psychological well-being and emphasizes the

significance of taking these aspects into account in psychological research.

A study looking at burnout, perceived stress, and psychological well-being may have important ramifications for a range of stakeholders, including people, organizations, decision-makers, and researchers. Knowing how psychological well-being, perceived stress, and burnout are related can help people identify their own stress and well-being levels, handle stressors proactively, and get help when they need it. They might use coping mechanisms like self-care, mindfulness, and reaching out for social support to improve their mental health and lower their chance of burnout. The study's conclusions might emphasize to organizational leaders and employers how critical it is to establish a welcoming workplace that puts workers' needs first. Employee psychological well-being can be improved, and burnout can be reduced by implementing techniques including supplying stress management resources, encouraging work-life balance, providing professional development opportunities, and cultivating an environment of gratitude and acknowledgment. Enhancing employee satisfaction and productivity can also result from addressing organizational variables that contribute to perceived stress, such as an excessive workload, insufficient resources, and poor communication.

The results of the study may be used by policymakers to guide programs that support employee mental health and wellbeing in the workplace. This can entail creating policies or rules to make sure companies use research-backed tactics to keep workers from burning out and to support their mental health.

The current investigation on burnout, perceived stress, and psychological well-being has the potential to produce insightful findings that can guide interventions, regulations, and practices meant to enhance mental health and wellbeing in the workplace. Workplaces that are healthier and more productive can benefit individuals, businesses, and society at large by proactively addressing these concerns. It might encourage researchers to carry out more

research to examine the intricate connections among psychological health, perceived stress, and burnout as well as to find practical strategies for managing and preventing burnout in a range of work environments. Although intervention studies could assess the effectiveness of various strategies for lowering stress and fostering resilience, longitudinal studies could aid in clarifying the causal pathways and long-term impacts of occupational stress on psychological well-being and burnout.

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