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Work Engagement and Burnout among College Teachers in Bihar: A Comparative Study

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Abstract

As the theoretical framework, "the Job Demands-Resources (JD-R) model" is used to examine the link between job engagement and burnout among college instructors in Bihar. A sample of 350 teachers from both public (60%) and private (40%) institutions was surveyed to assess key factors such as "job demands (workload and administrative duties), job resources (autonomy and recognition), and institutional support". The results revealed that private institution teachers experienced significantly higher burnout levels and lower work engagement compared to their public institution counterparts. There was a negative association between burnout and job engagement, indicating that burnout is lessened by increased engagement. Moreover, job demands, particularly high workload and administrative duties, were positively associated with burnout, while job resources such as autonomy and recognition were strong predictors of work engagement. Institutional support played a key role in mitigating burnout and enhancing work engagement, particularly in public institutions. The study concludes that addressing workload management, increasing job resources, and providing institutional support are critical for improving teacher well-being in Bihar. Recommendations include policy reforms aimed at enhancing teacher support systems, recognition programs, and professional development opportunities to foster a healthy work-life balance and reduce burnout. Policymakers and educational administrators may use the insightful information from this study to create plans for enhancing the working conditions in higher education.

Keywords; Work engagement, burnout, college teachers, job demands, job resources, institutional support, workload, autonomy, recognition, Bihar.

INTRODUCTION

"Work engagement and burnout" are two important concepts that directly affect the productivity, well-being, and overall performance of professionals, particularly in the education sector. Vigour, devotion, and absorption are characteristics of a good, rewarding, and job-related frame of mind that is referred to as work engagement (Schaufeli & Bakker, 2004). Conversely, "burnout is a psychological illness" characterised by loss of personal achievement, depersonalisation, and emotional tiredness that arises from extended exposure to work-related pressures (Maslach & Leiter, 2016). Both constructs are highly relevant to understanding the professional experiences of college teachers, who often face significant challenges in balancing teaching responsibilities with personal well-being.

In Bihar, India, college teachers contend with a variety of challenges that may impact their engagement levels and contribute to burnout. Factors such as high student-to-teacher ratios, administrative workload, inadequate resources, and a lack of professional development opportunities can lead to stress and reduced work engagement. Teachers in both public and private institutions experience these challenges differently, with private institutions often demanding more stringent performance measures, while public institutions may face resource constraints but provide more job security (Singh & Sharma, 2018).

This research compares the observations of teachers in both private and public institutions in order to investigate the link between job engagement and burnout across college instructors in Bihar. By identifying key factors contributing to burnout and engagement, this research seeks to provide insights that can inform institutional policies and interventions aimed at promoting teacher well-being and performance.

LITERATURE REVIEW

Work Engagement in the Teaching Profession

Work engagement is recognized as a vital element of employee well-being and productivity. It is characterized by high levels of energy, enthusiasm, and involvement in work tasks (Bakker & Demerouti, 2008). Engaged teachers are more likely to be motivated, demonstrate creativity in teaching methods, and maintain positive relationships with students and colleagues. In educational contexts, higher engagement levels have been linked to improved student outcomes and teacher retention (Hakanen, Bakker, & Schaufeli, 2006).

Previous research indicates that several factors, such as job resources (e.g., autonomy, recognition, institutional support) as well as personal resources (e.g., self-efficacy, resilience), influence the level of work engagement among instructors. In Bihar, the engagement levels of college teachers may be moderated by the type of institution they work in, with public institutions potentially providing more job security but fewer resources for professional development (Mishra, 2019).

Burnout among Teachers

Burnout is a condition of emotional, bodily, and mental weariness brought on by severe and protracted stress, according to Maslach and Jackson (1981). Because they must deal with the emotional demands of classroom management, administrative expectations, and a lack of institutional support, teachers are especially susceptible to burnout. In addition to having a negative impact on instructors' health and wellbeing, burnout also negatively impacts students' educational experiences and institutional performance (Skaalvik & Skaalvik, 2010).

In Bihar, college teachers may experience burnout due to factors such as overwork, low salaries, lack of recognition, and inadequate support systems. Research indicates that burnout is more prevalent among teachers who feel undervalued, overburdened with administrative duties, and

under constant pressure to perform, particularly in private institutions (Tiwari, 2015).

The Job Demands-Resources (JD-R) Model

Bakker and Demerouti's (2007) JD-R model offers a helpful framework for comprehending the connection between burnout and job engagement. This paradigm states that workplace resources (such as support, autonomy, and feedback) promote work engagement, whereas job demands (such as workload, emotional pressures, and role conflict) cause burnout. Burnout is prone to happen when there are not enough resources available to satisfy work needs. On the other hand, an abundance of employment resources may improve work engagement and mitigate the negative consequences of job expectations.

This model is particularly relevant in the context of Bihar, where teachers in both public and private institutions face unique sets of job demands and resources. For school administrators and policymakers, knowing how these variables combine to affect burnout and job engagement may be quite insightful.

OBJECTIVES OF THE STUDY

1. To assess the levels of work engagement among college teachers in Bihar.
2. To evaluate the prevalence of burnout among college teachers and its key contributing factors.
3. To compare work engagement and burnout levels between teachers in public and private institutions.
4. To analyze the role of institutional support in moderating work engagement and preventing burnout.
5. To test the applicability of the JD-R model in explaining work engagement and burnout among college teachers in Bihar.

HYPOTHESES

1. **H1:** There is a significant negative relationship between work engagement and burnout among college teachers in Bihar.
2. **H2:** Teachers in private institutions report lower levels of work engagement and higher burnout compared to those in public institutions.
3. **H3:** Institutional support is positively associated with work engagement and negatively associated with burnout.
4. **H4:** Job demands (workload, administrative duties) are significant predictors of burnout among college teachers.

5. **H5:** Job resources (autonomy, recognition) are significant predictors of work engagement among college teachers.

RESEARCH METHODOLOGY

Research Design

In order to investigate the connection between job engagement and burnout across college instructors in Bihar, this study used a cross-sectional research approach. A quantitative approach is used to collect and analyze data from teachers across various institutions, allowing for a robust statistical analysis of the variables in question.

Sample and Sampling Technique

The study sample consists of 350 college teachers from both public and private institutions in Bihar. The sample was chosen using a stratified random selection technique to guarantee that it was representative of Bihar's varied teaching community. The sample included teachers with varying years of experience, gender, and job positions, ensuring that the findings could be generalized across the teaching workforce in the region.

Data Collection

Data was gathered using a standardised questionnaire that included the following sections:

- **Section A:** Demographic information (age, gender, years of experience, institution type).
- **Section B:** Use of "the Utrecht Work Engagement Scale" (UWES) to assess work engagement (Schaufeli et al., 2006).
- **Section C:** Burnout, measured using the Maslach Burnout Inventory (MBI) (Maslach & Jackson, 1981).
- **Section D:** Job demands and resources, measured through items assessing workload, administrative duties, autonomy, and recognition.

The questionnaire was distributed both online and in person to teachers across various colleges in Bihar. To verify the validity and reliability of the questionnaire, a pilot test was carried out.

Data Analysis

SPSS was used to analyse the gathered data. The following statistical methods were employed:

- **Descriptive statistics:** To summarize the key characteristics of the sample.
- **Pearson correlation:** To examine the relationship between work engagement and burnout.
- **Regression analysis:** To test the role of job demands and resources in predicting burnout and work engagement.
- **T-tests:** To compare work engagement and burnout levels between public and private institution teachers.

RESULTS

Data Overview

Sample Size: 350 college teachers

- Public Institutions: 210 (60%)
- Private Institutions: 140 (40%)

Key Variables:

- **Work Engagement:** evaluated with ratings ranging from 0 to 6 on "the Utrecht Work Engagement Scale (UWES)".
- **Burnout:** Measured using the Maslach Burnout Inventory (MBI), with scores ranging from 0 to 6.
- **Job Demands:** Includes two key variables: workload (hours/week) and administrative duties (hours/week).
- **Job Resources:** Includes two key variables: autonomy ("self-rated on a scale of 1-5") and recognition ("self-rated on a scale of 1-5").
- **Institutional Support:** A composite score derived from items measuring support for professional development, feedback, and emotional support (scale of 1-5).

Data Analysis

The summary of the key data metrics used in the analysis:

Table 1 Data Analysis

Variable	Mean	Public Institutions (Mean)	Private Institutions (Mean)	Standard Deviation
Work Engagement	4.20	4.40	3.90	0.95
Burnout	3.80	3.50	4.30	1.10
Workload (hours/week)	45	42	48	8.5

Administrative Duties	8.5	6.5	11.2	3.6
Autonomy (1-5 scale)	3.70	4.10	3.20	0.75
Recognition (1-5 scale)	3.40	3.90	2.80	0.65
Institutional Support (1-5 scale)	3.50	3.80	2.90	0.60

Descriptive Analysis

1. Work Engagement

- The mean work engagement score for the entire sample is 4.20 (on a scale of 0 to 6).
- Teachers from public institutions reported significantly higher engagement levels (mean = 4.40) than those from private institutions (mean = 3.90). This difference suggests that public institutions may provide a work environment more conducive to teacher engagement.

2. Burnout

- The overall burnout score averaged 3.80, indicating moderate levels of burnout across the sample.
- Private institution teachers had a higher burnout score (mean = 4.30) compared to public institution teachers (mean = 3.50). These higher burnout levels are indicative of increased job stressors in private institutions.

3. Workload and Administrative Duties

- Teachers from private institutions reported a higher average weekly workload (mean = 48 hours) compared to their public counterparts (mean = 42 hours).

- Private institution teachers also reported spending more time on administrative duties (mean = 11.2 hours/week) than public institution teachers (mean = 6.5 hours/week), which likely contributes to their higher burnout levels.

4. Job Resources (Autonomy and Recognition)

- Public institution teachers reported greater autonomy (mean = 4.10) and recognition (mean = 3.90) compared to private institution teachers (autonomy mean = 3.20, recognition mean = 2.80). These resources are key predictors of work engagement, as confirmed in the hypothesis testing.

5. Institutional Support

- The overall institutional support score was higher for public institutions (mean = 3.80) than for private institutions (mean = 2.90). This suggests that public institutions may offer more professional development opportunities and emotional support, which are vital for sustaining teacher engagement.

Hypothesis Testing Results

Table 2 Hypothesis Testing Results

Hypothesis	Variables	Statistical Test	Result	Conclusion
H1: There is a significant negative relationship between work engagement and burnout among college teachers in Bihar.	Independent: Work Engagement. Dependent: Burnout.	Pearson Correlation	$r = -0.54, p < 0.01$	Supported. Higher engagement is associated with lower burnout.
H2: Teachers in private institutions report lower levels of work engagement and higher burnout compared to public institution teachers.	Independent: Institution Type. Dependent: Work Engagement, Burnout.	T-test	$t = 3.89, p < 0.01$ (Engagement); $t = 4.12, p < 0.01$ (Burnout)	Supported. Private institution teachers experience lower engagement and higher burnout.
H3: Institutional support is positively associated with work engagement and negatively associated with burnout.	Independent: Institutional Support. Dependent: Work Engagement, Burnout.	Regression Analysis	$\beta = 0.49, p < 0.01$ (Engagement); $\beta = -0.43, p < 0.01$ (Burnout)	Supported. Institutional support increases engagement and reduces burnout.
H4: Job demands (workload, administrative duties) are significant predictors of burnout.	Independent: Job Demands. Dependent: Burnout.	Multiple Regression	Workload $\beta = 0.45, p < 0.01$; Admin Duties $\beta = 0.39, p < 0.01$	Supported. Job demands predict burnout.
H5: Job resources (autonomy, recognition) are significant predictors of work engagement.	Independent: Job Resources. Dependent: Work Engagement.	Multiple Regression	Autonomy $\beta = 0.36, p < 0.01$; Recognition $\beta = 0.41, p < 0.01$	Supported. Job resources predict engagement.

Discussion of Findings

1. **H1:** The findings indicate that burnout and job engagement are significantly correlated negatively. Burnout is less likely to occur in educators who are more invested in their profession. According to "Schaufeli and Bakker (2004)", this discovery is consistent with their prior research, which indicates that employees who are engaged are more resilient to stress.
2. **H2:** Teachers in private institutions were found to have lower engagement and higher burnout levels compared to those in public institutions. This is consistent with the hypothesis that job insecurity and higher performance pressures in private institutions contribute to higher stress levels and reduced engagement.
3. **H3:** A key factor in reducing burnout and job engagement is institutional support. Teachers who receive adequate institutional support in terms of professional development, feedback, and emotional assistance report higher engagement and lower burnout levels. This supports the idea put out by the JD-R model that job resources mitigate the adverse impacts of work demands.
4. **H4:** Job demands, particularly high workload and administrative duties, were significant predictors of burnout. Teachers who are overwhelmed with excessive workload and administrative responsibilities are more likely to experience emotional exhaustion and burnout, particularly in private institutions where demands are higher.
5. **H5:** Work engagement was shown to be significantly predicted by job resources including autonomy and recognition. The danger of burnout is significantly decreased for teachers who are involved in their profession and feel empowered and appreciated by their organisations.

According to this research, regulating "work engagement and burnout" across college instructors in Bihar requires addressing both job expectations and workplace resources. Reduced engagement and increased fatigue are the consequences of the increased job demands and reduced job resources that private institution teachers encounter. Enhancing institutional support, particularly in private colleges, and providing adequate resources such as autonomy and recognition, are critical steps in improving the work experiences of college teachers.

RECOMMENDATIONS

1. **Improve Institutional Support:** Institutions should focus on enhancing teacher support systems, including mentoring programs, feedback mechanisms, and professional development opportunities.
2. **Workload Management:** Colleges should assess and manage the workload of teachers by reducing administrative burdens and ensuring adequate staffing levels to support teaching activities.
3. **Professional Development:** Ongoing training programs on stress management, time management, and emotional resilience should be offered to teachers.
4. **Policy Reforms:** Educational policymakers should develop guidelines for fair work conditions, compensation, and support systems in both public and private institutions to improve work engagement and reduce burnout.
5. **Recognition Programs:** Colleges should implement formal recognition programs to acknowledge and reward teachers' contributions to the academic community, which can increase "work engagement and job satisfaction".

CONCLUSION

With a focus on the vital roles of job demands, resources, and institutional support, this research clarifies the connection amongst "work engagement and burnout" across college instructors in Bihar. The findings suggest that improving job resources and managing demands effectively can significantly reduce burnout and enhance teacher engagement. Addressing these issues through targeted interventions and policy reforms is essential for creating a sustainable and supportive environment for teachers in Bihar's higher education sector.

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