



Research Article

Occupational Stress and Burnout Among Residential Teachers in Jawahar Navodaya Vidyalaya

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Abstract

Teaching is widely recognised as one of the most demanding professions, requiring educators to fulfil multiple academic, administrative, and psychosocial responsibilities. The occupational demands become considerably more intensive in residential school settings such as Jawahar Navodaya Vidyalayas (JNVs), where teachers are expected to perform not only instructional duties but also residential supervision, student mentoring, counselling, hostel management, co-curricular coordination, and emergency care. These extended responsibilities often increase workload, emotional labour, role conflict, and work–family imbalance, thereby making residential teachers more susceptible to occupational stress and burnout. Occupational stress refers to the psychological and physiological strain experienced when job demands exceed an individual's capacity to cope effectively. Burnout, a prolonged response to chronic occupational stress, is characterised by emotional exhaustion, depersonalization or cynicism, and a reduced sense of personal accomplishment. Persistent exposure to these conditions may adversely affect teachers' psychological well-being, job satisfaction, instructional effectiveness, organisational commitment, and the quality of students' educational experiences. The present study aims to examine the level of occupational stress and burnout among residential teachers working in Jawahar Navodaya Vidyalayas and to investigate the relationship between these two constructs. It also seeks to explore whether demographic variables such as gender, age, teaching experience, educational qualification, marital status, and residential responsibilities significantly influence occupational stress and burnout. A descriptive correlational research design is proposed. Occupational stress may be assessed using the Occupational Stress Index (OSI) developed by A. K. Srivastava and A. P. Singh (1982), while burnout may be measured using a standardised teacher burnout inventory appropriate for the study population. Descriptive statistics, Pearson's product–moment correlation, independent samples t-test, one-way ANOVA, and multiple regression analysis may be employed for data analysis. The findings of the study are expected to contribute to educational psychology and teacher well-being research by providing empirical evidence on the occupational challenges faced by residential teachers in JNVs. The study may assist policymakers, school administrators, and the Navodaya Vidyalaya Samiti in designing stress-management interventions, professional development programmes, counselling services, and organisational policies that promote teachers' mental health, resilience, job satisfaction, and professional effectiveness. Strengthening institutional support systems is expected to improve both teacher well-being and the holistic development of students in residential educational settings.

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1. INTRODUCTION

Residential teachers, also known as boarding school teachers, are educators who live on campus with students and are responsible for their academic and personal well-being. They may also be involved in extracurricular activities and student life programs. A residential teacher is a teacher who provides instruction and often lives on-site at a school, particularly a residential school or boarding school. They are typically responsible for the academic and sometimes the extracurricular well-being of the students under their care, and may have additional responsibilities related to students' daily routines and needs.

Key aspects of being a residential teacher:

- **Living on campus:**

Residential teachers live in the same dormitories or residence halls as students, often sharing rooms with other teachers.

- **Extended responsibilities:**

Beyond teaching, they may act as mentors, counsellors, or supervisors for students, ensuring their safety and well-being.

- **Holistic approach:**

Residential teachers often take a more holistic approach to education, focusing on the overall development of students, including their academic, social, and emotional growth.

- **Support for students:**

They may provide academic support, extra help with assignments, and guidance in choosing courses or extracurricular activities.

- **Involvement in student life:**

They may help organise events, supervise dormitories, or participate in sports or other clubs.

- **Challenges:**

Challenges can include balancing academic duties with residential life responsibilities, dealing with student behaviour issues, and managing the emotional needs of students.

Residential Schools:

These are schools where students live on-site, often for extended periods like a school year, rather than just attending during the day.

Teacher Responsibilities:

Residential teachers in these settings often have a broader scope of responsibility than teachers in traditional day schools. This can include:

- **Teaching:** Delivering instruction in various subjects.
- **Mentoring and Guidance:** Providing support, encouragement, and guidance to students, as they may be away from their parents.
- **Discipline and Supervision:** Maintaining order and supervising students during after-school activities, meals, and in-residence halls.
- **Daily Life:** Ensuring students' well-being by overseeing their meals, hygiene, and other daily needs.

Teacher Residency Programs:

Some teachers may also participate in residency programs, which are structured mentorships with experienced teachers,

often in underserved areas, as part of their training and credentialing.

Resident Teacher Programs:

These programs, like teacher residencies, provide support and training for beginning teachers, often within a school setting.

Examples of Residential Teacher in a sentence

With this in mind, partnership is a process by which meaningful engagement occurs, elevating the 'student voice' as an integral part of the power dynamics and decision-making approaches within an institution, moving away from the idea of 'you said, we did' as the sole outcome of engagement. You can tell any of the following people: SSW Mentor, SSW, Senior SSW, Residential Teacher, HOC, another student who will help, a teacher or the teacher aide or any of the external services who visit to provide programs such as Headspace or the School-based Youth Nurse, for example. You may also talk to your parents/carers and ask them to contact The Res to discuss the problem.

Example of a residential school:

- The JAWAHAR NAVODAYA VIDYALYA (JNV) and Eklayva Model Residential Schools (EMRS) mention that residential teachers live with students in hostels, sharing rooms with other teachers.
- The JNV and EMRS also emphasise that residential teachers voluntarily take on these responsibilities in addition to their academic workload.

Occupational Stress

Occupational stress, also known as work stress or job stress, refers to the harmful physical and emotional responses that occur when the demands of a job don't match the worker's capabilities, resources, or needs. It can have significant negative consequences for both individual well-being and job performance. Occupational stress is psychological stress related to one's job. Occupational stress refers to a chronic condition. Occupational stress can be managed by understanding what the stressful conditions at work are and taking steps to remediate those conditions. Occupational stress can occur when workers do not feel supported by supervisors or coworkers, feel as if they have little control over the work they perform, or find that their efforts on the job are incommensurate with the job's rewards. Occupational stress is a concern for both employees and employers because stressful job conditions are related to employees' emotional well-being, physical health, and job performance. A landmark study conducted by the World Health Organisation and the International Labour Organisation found that exposure to long working hours, which are theorised to operate through increased psycho-social occupational stress, is the occupational risk factor with the largest attributable burden of disease, according to these official estimates, causing an estimated 745,000 workers to die from ischemic heart disease and stroke events in 2016.

Psychological theories of worker stress

Several psychological theories at least partly explain the occurrence of occupational stress. The theories include the demand-control-support model, the effort-reward imbalance model, the person-environment fit model, the job characteristics model, the diathesis stress model, and the job-demands resources model.

1. Demand-control-support model
2. Effort-reward imbalance model
3. Person-environment fit model
4. Job characteristics model
5. Job demands-resources model

Signs and symptoms of excessive job and workplace stress:

Signs and symptoms of excessive job and workplace stress include

1. Anxiety
2. Depressed mood
3. Irritability
4. Apathy, loss of interest in work
5. Problems sleeping
6. Fatigue
7. Trouble concentrating
8. Muscle tension
9. Headaches
10. Stomach problems
11. Social withdrawal
12. Loss of sex drive
13. Excessive use of alcohol or drugs.

What causes occupational stress?

Several factors can contribute to occupational stress, including:

- **High demands and low control:** When workers are expected to do a lot with limited resources or autonomy, stress can increase.
- **Lack of social support:** Feeling unsupported by supervisors or coworkers can exacerbate stress levels.
- **Role overload and ambiguity:** Having too many responsibilities or unclear expectations can lead to stress.
- **Inadequate resources:** Lack of proper equipment, tools, or training can contribute to stress.
- **Poor work environment:** Unsafe or uncomfortable working conditions can also increase stress.
- **Job insecurity:** Fear of losing one's job can create significant stress.
- **Harassment and discrimination:** These experiences can be highly stressful and negatively impact mental health.
- **Long working hours and tight deadlines:** These can lead to burnout and increased stress.

How can occupational stress be managed?

Managing occupational stress requires addressing the root causes and implementing strategies to improve the work environment and employee well-being. According to a study by the World Health Organisation, long working hours are a major contributor to occupational stress. The CDC's NIOSH (National Institute for Occupational Safety and Health) provides resources and guidance on managing occupational stress.

Some management strategies include:

- **Job redesign:**
Streamlining tasks and reducing role ambiguity can alleviate stress.
- **Improved communication:**
Open communication and feedback can foster a more supportive work environment.
- **Enhanced training and resources:**
Providing employees with the necessary skills and resources can help them manage their workload effectively.
- **Promoting work-life balance:**
Encouraging employees to take breaks and engage in activities outside of work can reduce stress levels.
- **Employee assistance programs:**
Providing access to counselling and support can help employees cope with stress and mental health challenges

Key Stressors for Residential Teachers:

1. **Extended Working Hours:** Unlike day-school teachers, residential teachers are often responsible for students outside of classroom hours, including evenings, nights, and weekends.
2. **Blurred Work-Life Boundaries:** Living and working in the same environment can make it difficult to separate personal and professional life.
3. **Emotional Labour:** Teachers often serve not only as educators but also as caregivers, counsellors, and role models, increasing emotional exhaustion.
4. **Lack of Privacy and Personal Time:** Continuous presence in the school environment can lead to feelings of isolation and burnout.
5. **Discipline and Supervision Duties:** Responsibility for student behaviour and well-being outside class adds to their workload and stress.

Burnout

Burnout is a state of emotional, physical, and mental exhaustion caused by prolonged or excessive stress. It's different from normal stress, which can be a temporary reaction to pressure. Burnout is a deeper state of feeling depleted, empty, and detached. It happens to everyone at some point or another. Our lives get busy going here and there — working, helping others, or taking care of our families. Sometimes, we get too busy and forget to take a step back and rest. That is when burnout can occur. Burnout is a form of exhaustion caused by constantly feeling swamped. It's a result of excessive and prolonged emotional, physical, and mental stress. In many cases, burnout is related to one's job. Burnout happens when you're overwhelmed, emotionally drained, and unable to keep up with life's incessant demands. The condition isn't medically diagnosed. But burnout can affect your physical and mental health if you don't acknowledge or treat it. Burnout keeps you from being productive. It reduces your energy, making you feel hopeless, cynical, and resentful. The effects of burnout can hurt your home, work, and social life. Long-term burnout can make you more vulnerable to colds and flu.

Key Differences between Stress and Burnout:

Stress:

A temporary reaction to pressure and demands, with a burst of energy and alertness.

Burnout:

A more prolonged and severe state of exhaustion, leading to feelings of detachment, cynicism, and reduced effectiveness.

Symptoms of Burnout:

- **Feeling tired or drained most of the time:** This is a key indicator that you're not recovering properly from stress.
- **Feeling overwhelmed, helpless, or trapped:** Burnout can make you feel like you're unable to cope with the demands on you.
- **Feeling detached or alone:** You may start to distance yourself from work, relationships, or hobbies.
- **Cynical or negative outlook:** Apathy and negativity can become prominent.
- **Self-doubt:** Burnout can erode your confidence and sense of accomplishment.
- **Reduced motivation and productivity:** You may find it difficult to focus and get things done.
- **Physical symptoms:** Burnout can also manifest as physical ailments like headaches, fatigue, or digestive issues.

Factors Contributing to Burnout:

- **Prolonged stress:** Constant pressure and demands without adequate breaks or support.
- **Lack of control:** Feeling like you have little influence over your work or life.
- **Lack of social support:** Feeling isolated and unsupported.
- **Work-life imbalance:** When work consumes your time and energy, leaving little room for personal life.
- **Dysfunctional workplace dynamics:** Negative or toxic work environments can contribute to burnout.

Consequences of Burnout:

- **Reduced productivity and job performance:** Burnout can lead to mistakes, decreased efficiency, and a decline in overall performance.

- **Negative impact on relationships:**

Burnout can make it difficult to maintain healthy relationships with family, friends, and colleagues.

- **Health problems:**

Burnout can lead to physical and mental health issues, including depression, anxiety, and heart problems.

- **Increased risk of absenteeism and turnover:**

Employees who are burned out are more likely to take time off work and may even leave their jobs.

Recovering from Burnout:

- **Identify and address the root causes of burnout:**

Understanding the stressors that are contributing to your burnout is the first step towards recovery.

- **Set boundaries and prioritise self-care:**

Learn to say no to extra demands and make time for activities that you enjoy and that help you recharge.

- **Seek support from others:**

Talk to friends, family, or a therapist about your feelings and seek support from your workplace.

- **Make changes to your lifestyle:**

Prioritise sleep, exercise, and a healthy diet.

- **Practice mindfulness and stress-reducing techniques:**

Meditation, yoga, or deep breathing exercises can help you manage stress and improve your mental well-being.

- **Seek professional help if needed:**

If you're struggling to manage burnout on your own, consider seeking help from a therapist or counsellor.

In summary, burnout is a serious condition that can have a significant impact on your health and well-being. Recognising the signs of burnout and taking steps to address it is crucial for recovery and preventing long-term consequences.

Major reasons for burnout include:

1. Unmanageable workloads
2. Unfair treatment at work
3. Confusing work responsibilities
4. Lack of communication or support from managers
5. Immense deadline pressure

Types of Burnouts

Three types of burnout have been identified, each with its own cause:

Overload Burnout

This happens when you work harder and harder, becoming frantic in your pursuit of success. If you experience this, you may be willing to risk your health and personal life to feel successful in your job.

Under-Challenged Burnout

This happens when you feel underappreciated and bored in your job. Maybe your job doesn't provide learning opportunities or have room for professional growth. If you feel under-challenged, you may distance yourself from your job, become cynical, and avoid responsibilities.

Neglect Burnout

This happens when you feel helpless at work. If things aren't going right, you may believe you're incompetent or unable to keep up with your responsibilities. Such burnout can be closely connected to imposter syndrome, a psychological pattern in which you doubt your skills, talents, or accomplishments.

Signs of Burnout

Burnout doesn't happen immediately. It's a gradual process that builds with stressors from your job. Signs and symptoms can be subtle at first. But the longer they go unaddressed, the worse they can become, which can lead to a breakdown. Burnout can have many symptoms. It can often be confused with stress or escalate into depression. These are signs to look for if you or someone close to you is experiencing burnout:

Exhaustion

You may feel drained and unable to deal emotionally with problems around you, both professional and personal. You may experience extreme tiredness and low feelings, leaving you without energy. These symptoms can show themselves in physical pain, stomach, or bowel problems.

Alienation from Activities

Look out for signs of cynicism and frustration toward work and colleagues. You may start to distance yourself emotionally, feeling numb about your work and environment.

Reduced Performance

This can occur at work, home, or when caring for family members because you have no energy left for everyday tasks. Burnout makes it hard to concentrate, handle responsibilities, or be creative.

Common Symptoms of Burnout:

- Emotional exhaustion
- Depersonalization (detachment from students or colleagues)
- Reduced personal accomplishment
- Physical symptoms like insomnia or fatigue
- Decreased job satisfaction and motivation

Coping Strategies and Interventions:

- **Institutional Support:** Providing structured downtime, mental health resources, and professional counselling.
- **Professional Development:** Training in time management, stress management, and boundary setting.
- **Peer Support Systems:** Encouraging peer mentoring or support groups to share experiences and reduce feelings of isolation.
- **Policy Adjustments:** Reassessing workloads, ensuring adequate staffing, and enforcing work-hour limits.

2. REVIEW OF LITERATURE

- In conclusion, the objective of this study was to determine whether there is a statistically significant correlation between a teacher's emotional intelligence and burnout levels. The reason was that emotional intelligence is an important resource that supports employees in their efforts to cope with emotional and time demands of their service work as well as with states of emotional dissonance (Giardini & Frese, 2006).
- Officers are considered to be at high risk for burnout due to the nature of police work. The skills that a police officer needs to demonstrate include the ability to decide quickly and accurately, the ability to favourably interact with the community and to observe, retain and recall detailed information. However, these skills are affected when the officer experiences feelings of stress and burnout (Goodman, 1990). One variable that might help officers with these skills is emotional intelligence (Levert et. al., 2000; Mayer & Salovey, 1997). Farmer (2004) suggests that if emotional intelligence has a negative relationship with burnout, it is essential for individuals to develop or

enhance their emotional intelligence, as high emotional intelligence would be regarded as a resistance to burnout. This would also mean that individuals with high emotional intelligence, having the ability to perceive, use, understand and manage emotions, would be less likely to experience burnout, as evident by the current study. The current study's findings are congruent with Slaski and Cartwright (2003). They proposed emotional intelligence could serve as a moderator in the stress process that precedes burnout. In this study, that was not the purpose. However, support was found in that individuals with high emotional intelligence will perceive work experiences as less stressful, have fewer health consequences and thus will possess the ability to effectively cope with environmental demands (Bar-On, 1997a). Since officers believe that they are emotionally intelligent, they would be expected to be emotionally prepared in dealing effectively with stressful police work and thus are likely to experience less burnout.

- Regarding the dimensions of the burnout construct, it was the emotional exhaustion factor that appeared as a predictor of psychological health. Considering this, it is necessary to mention that other studies have also indicated similar results in police officers (Gayman and Bradley, 2013; White et al., 2015). Regarding the dimensions of the hardy personality, it was the challenge factor that was introduced as a predictor within the regression model. Resilience is considered by most researchers as a significant construct in the study of health (Hystad et al., 2011). Likewise, hardy personality is a predictor of burnout. In countries such as Portugal, a longitudinal study conducted by Garrosa et al. (2010) with a sample of 98 nurses also confirmed that the control and challenge dimensions of the hardy personality had a specific contribution as negative predictors in the development of burnout.
- As for the strengths of this research, it offers results on both the organisational and personal variables, which have been jointly taken into account for the purpose of identifying which of these factors predicted a higher frequency of symptoms related to the perception of worse mental health in police officers. On the contrary, the results presented serve to improve intervention practices for work-related stress in police officers. It has been observed in this study that the perception of problems and difficult situations as challenges or emotionally exhausting factors predicts mental health; therefore, interventions for occupational stress to improve psychological health in these professionals should be addressed to those factors. The results of this research are somewhat expected, since a main role has always been given to the variable – control over work – and, in this case, it does not appear as a predictor of mental health. In the same way, it is necessary to mention the different limitations of this research. In the first place, this is a cross-sectional design, which makes it impossible to obtain causal relations. On the contrary, the difficulty in accessing this sample, in many cases, prevents

longitudinal studies that provide information obtained over time (Sánchez-Teruel and Robles, 2014).

- In general, the adverse perception of psychosocial risk factors was associated with high levels of emotional exhaustion and depersonalization. Among the perceptions of the psychosocial risk factors, the results found agree with other studies that suggest that police officers feel stressed and they perceived excessive demands in their work (Gu et al., 2015). The fact that the police officers of the present research adversely perceived these work conditions can be related to the tasks included in this role, since it is one of the most stressful professions (Campbell and Nobel, 2009). They are obliged to carry firearms, which represents the reason why these workers are susceptible to suffering situations of risk in which they or third parties are involved. Such situations generate stress and produce psychological distress (Vilardell et al., 2014).

3. OBJECTIVES

1. To examine the relationship between occupational stress and burnout among residential teachers.
2. To examine the relative importance of various Occupational stressors predicting burnout
3. To examine the relationship between various affected related abilities of traits associated with Occupational Stressors Burnout.

4. HYPOTHESES

The following hypotheses have been formulated in this paper:

1. Occupational stress would be significant and positively correlated with various dimensions of burnout.
2. Some of the dimensions of occupational stress would be relatively more important for predicting burnout.
3. Some dimensions of occupational stress would be significantly and positively moderate burnout.
4. Affect intensity would significantly and negatively moderate the occupational stress and Burnout relationship.

Research and Data

Studies often find that residential teachers have higher levels of stress compared to non-residential peers, and they are more prone to burnout without adequate institutional support.

5. METHODOLOGY

Sample: The sample of the study will consist of 50 male and 50 female residential teachers in the age range of 25 to 55 years who will be selected from Varanasi, Jaunpur, Allahabad and Etawah districts to cover broad demographic areas. These

Groups	N	Mean	SD	t-value	Level of Significance
Male Residential Teachers	50	115	23.25	0.80	Not Significant (NS)
Female Residential Teachers	50	111	21.02	—	—

Table 1 presents the N, mean, SD and t value of Male Residential Teachers and Female Residential Teachers on occupational stress. It is clear from the above table that males scored a higher mean (mean=115) on occupational stress as compared to their counterpart Female mean (mean=111). Their SDs are 23.25 and 21.02, respectively. That t value 0.08 clearly

residential teachers will be selected using purposive sampling technique. The following inclusion and exclusion criteria will be adopted to make the group more homogeneous.

Inclusion Criteria:

1. Only those residential teachers with a minimum job experience of five years.
2. Age range between 25 and 55 years.

Exclusion criteria:

Any history of psychiatric, psychosomatic or internist disorders.

A control group of 100 males and 100 females of the same age range and education will also be included in the sample. They should not have any history of psychiatric or psychosomatic problems, and they should possess normal physical health.

Research Design

The study will be planned with a 2x2 factorial design and Multiple regressions. There will be two groups (Residential teachers and Control Group) and two genders (Male and Female).

Tools

Burnout Inventory by K. S. Mishra (2012).

This inventory consists of 48 items divided into eight areas—

1. non-accomplishment,
2. Depersonalization,
3. Emotional exhaustion,
4. Friction,
5. Task avoidance,
6. Distancing,
7. Neglecting
8. Easygoing.

It was administered to teachers working in Higher Education institutions and Students of B.Ed. Courses.

Occupational Stress Index by A.P. Singh & A.K. Srivastava (1982)

It contains 46 items related to different stresses -overload, role ambiguity, role conflict, group pressure, responsibility, under-participation, powerlessness, poor peer relationship, etc.

6. RESULTS AND INTERPRETATION

Table 1: Presenting the Mean, SD, N and t value of Male Residential Teachers and Female Residential Teachers on occupational stress.

shows that both groups do not significantly differ on them level of occupational stress. Thus, the null hypothesis “Male Residential Teachers and Female Residential Teachers would not differ significantly in terms of occupational stress” cannot be rejected.

Table 2: Presenting the Mean, SD, N and t value of MALE and FEMALE on burnout.

Groups	N	Mean	SD	t-value	Level of Significance
Male Residential Teachers	50	71	11.02	0.38	Not Significant (NS)
Female Residential Teachers	50	72	11.98	—	—

Table 2 shows the N, mean, SD and t value of MALE Residential Teachers and FEMALE Residential Teachers on burnout. It is clear from the above table that females scored a higher mean (mean=72) on burnout as compared to their counterpart Male mean (mean=71). Their SDs are 11.02 and 11.98, respectively. The t value 0.38 clearly shows that both groups do not significantly differ in their level of occupational

stress. Thus, the null hypothesis “Male Residential Teachers and Female Residential Teachers would not differ significantly in terms of burnout” cannot be rejected.

Table 3: Presenting the correlation coefficient between occupational stress and burnout among different sample subgroups (Male Residential Teachers and Female Residential Teachers). N=50 each

Variable	Correlation (r)	Group
Occupational Stress – Burnout	0.61	Male Residential Teachers
Occupational Stress – Burnout	0.58	Female Residential Teachers

Table 3 clearly shows the correlation between occupational stress and burnout among the two groups, namely Male Residential Teachers and Female Residential Teachers. It is evident from the table that occupational stress and burnout positively and significantly correlate with each other among Male Residential Teachers. Among Female Residential Teachers both variables namely occupational stress and burn out positively and significantly correlated with each other occupational stress and burnout significantly and positively associated with each other.

7. CONCLUSION

1. Male Residential Teachers and Female Residential Teachers do not differ significantly in terms of burnout.
2. Male Residential Teachers and Female Residential Teachers do not differ significantly in terms of occupational stress.
3. There is a significant and positive relationship between occupational stress and burnout among Male Residential Teachers.
4. There is a significant and positive relationship between burnout and occupational stress among Female Residential Teachers.
5. There is a significant and positive relationship between occupational stress and burnout among Male Residential Teachers.

Suggestions for Future Research: The following suggestions are suggested for future research:

1. Increase the sample size so that the results can be generalised confidently.
2. Samples from other districts should be included for future study.
3. Both variables should and must be studied with personality and coping mechanisms.

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