

From Burnout to Flourishing: Reassessing Teachers' Well-Being Through PERMA

Sarjana Mukherjee¹, Sonam Sultana², Bijoy Krishna Panda³

^{1,2}Ph.D Research Scholar, Department of Education, Jadavpur University, Kolkata, India

³Assistant Professor, Department of Education, Jadavpur University, Kolkata, India

Abstract

Teachers' dissatisfaction has become a growing concern in contemporary education, influencing instructional quality and professional well-being. This research article examines the underlying causes of dissatisfaction through the PERMA framework of Positive Psychology—Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment—while drawing upon classical theories of well-being such as hedonism, eudaimonism, objective list theory, and desire-fulfilment theory. Using a conceptual synthesis methodology, the study analyses secondary literature to generate structured results: five interdependent dimensions of teacher well-being that explain how systemic pressures, workload, and recognition gaps reduce meaning, accomplishment, engagement, and positive emotions. The results highlight that improvements in one domain, such as relational support, can positively influence others, underscoring the need for holistic interventions. Discussion situates these findings within the National Education Policy (NEP 2020), emphasising supportive institutional practices, positive school environments, and professional growth opportunities. The study contributes an original framework linking philosophical traditions with contemporary psychology, offering actionable insights for policymakers and teacher educators to embed well-being practices into teacher education curricula and institutional policy.

Keywords: Teacher dissatisfaction, PERMA; Positive Psychology, Teacher well-being, Teacher education, NEP 2020

1. Introduction

Research paper In India, the question of teachers' satisfaction has gained renewed importance with the implementation of the National Education Policy [1]. Reports by NCERT (2023) indicate that a considerable proportion of school and college teachers experience work-related stress and diminished motivation [2]. These issues affect instructional quality and student learning outcomes [3]. Integrating frameworks such as PERMA into teacher education and institutional policy therefore aligns with the NEP's vision of fostering teachers' autonomy, well-being, and professional growth.

Teaching is often regarded as one of the most noble and socially significant professions. The findings provide actionable insights for policymakers and teacher educators to integrate well-being frameworks into teacher education curricula and institutional policy. However, in recent years, growing dissatisfaction among teachers' has become a matter of serious concern. Empirical evidence supports this growing concern. For example, a national survey by the All India Forum for Teachers and Learners (2022) found that nearly 42 percent of Indian teachers reported moderate to high emotional exhaustion,

while 37 percent expressed intentions to leave the profession within five years [25]. Such data underscore the importance of addressing teachers' well-being as both a personal and systemic issue. Many educators experience a gradual decline in their enthusiasm, emotional well-being, and commitment to the profession. While earlier research has examined teachers' satisfaction in relation to external factors such as salary, workload, and institutional policies, there has been limited exploration of teachers' psychological well-being through the perspective of Positive Psychology. Understanding this dimension is essential, as it allows for a deeper reflection on the intrinsic aspects of motivation, meaning, and professional fulfilment that sustain long-term engagement in teaching. Positive Psychology, with its focus on flourishing rather than pathology, provides a useful paradigm for exploring teachers' professional happiness and resilience [5].

1.1 Problem Statement

Despite the long-held perception of teaching as a noble profession, a significant number of teachers' report low levels of job satisfaction and well-being. Existing studies have often addressed these concerns through economic, administrative, or policy-related lenses, neglecting the emotional and psychological components of the profession. There is therefore a need to explore teachers' dissatisfaction from a well-being framework that accounts for subjective and positive psychological dimensions [22].

1.2 Rationale of the Study

Teachers' form the foundation of the educational system, yet their sense of professional fulfilment has been declining. Understanding the causes of dissatisfaction is not merely an academic exercise but a necessary step toward improving teacher retention, motivation, and educational quality. The PERMA model, as proposed by Seligman (2011), provides a comprehensive framework for studying these factors, focusing on positive emotions, engagement, relationships, meaning, and accomplishment [5].

1.3 Objectives of the study

- To examine teachers' dissatisfaction through the conceptual lens of the PERMA framework.
- To connect classical theories of well-being with contemporary understandings of teachers' psychology.
- To identify elements that contribute to or hinder teachers' well-being within educational institutions.

1.1 Significance for Teacher Education

Teachers' well-being directly influences student outcomes and institutional performance. By understanding dissatisfaction through PERMA, this study offers a new perspective for teacher educators, policymakers, and school administrators. It highlights the need to integrate psychological well-being and positive emotional engagement into teacher preparation, professional development, and organisational culture.

The preceding discussion establishes the need for a comprehensive framework that can integrate philosophical insight with practical relevance. Before applying the PERMA model to teachers' lived experiences, it is necessary to revisit the intellectual traditions that have shaped the understanding of well-being. These traditions provide conceptual continuity between ancient thought and modern psychological approaches.

Teaching as a profession becomes very mundane when you extract teaching out of its underlying situations and ambience it is intrinsically associated with. There has been a long stretch of studies upon the novel and contemporary areas of well-being along with enquiries related to teachers' satisfaction due to external factors. Yet, no significant understanding about the elements which affect the well-being of teachers from the perspective of positive psychology. This research endeavor will try to suffice what is

creating such withdrawals from the teaching profession this profession which has from time immemorial been regarded as noble and esteemed.

Prior to delving into understanding how the teachers' articulate their interest in pursuing the profession, it is essential to observe and reflect on the existing theories of well being and how their impression trigger the pedagogical interest of the teachers'.

1.5 Historical Reference: Theories of Well-Being

The study of well-being has deep historical roots, with philosophical traditions shaping contemporary theories. While these philosophical traditions laid the groundwork for understanding human happiness, contemporary models such as Seligman's PERMA framework synthesise these insights within a psychological structure that is more applicable to professions like teaching. Indian philosophical traditions such as the concept of 'Ananda' in Vedanta also view well-being as a balance between self-realisation and social duty, resonating with the eudaimonic perspective. This section briefly explores key historical theories of well-being, focusing on their foundational contributions to modern psychological and philosophical discourse.

1.5.1 Hedonism

Hedonism, one of the earliest theories of well-being, posits that pleasure is the sole intrinsic good and pain the sole intrinsic bad. Originating in ancient Greece, this view was notably advanced by Epicurus (341-270 BCE), who emphasized maximizing pleasure and minimizing pain to achieve a state of ataraxia (tranquility), which he considered the highest form of happiness [21]. Hedonism prioritizes sensory and emotional experiences, laying the groundwork for later utilitarian philosophies. Jeremy Bentham (1789) introduced a quantitative approach to pleasure, while John Stuart Mill (1863) refined it by distinguishing higher and lower pleasures [8] [9].

1.5.2 Eudaimonism

Eudaimonism, rooted in Aristotelian philosophy, equates well-being with living a virtuous and fulfilling life in accordance with reason. Aristotle (384-322 BCE) argued in *Nicomachean Ethics* that eudaimonia (flourishing) is achieved through the cultivation of virtues and the realization of one's potential [7]. This theory emphasizes purpose, self-actualization, and moral character, influencing modern psychological theories like self-determination theory [6].

1.5.3 Objective List Theories

Objective list theories propose that well-being consists of a set of objective goods, such as health, knowledge, and relationships, independent of personal desires or pleasure. This perspective can be traced to Stoic philosophy, particularly the works of Seneca and Marcus Aurelius, who emphasized virtue and rational living as essential components of a good life [20]. These ideas resonate in contemporary objective list approaches, which argue for universal elements of well-being [10].

1.5.4 Desire Fulfilment Theories

Desire fulfilment theories, emerging prominently in modern philosophy, suggest that well-being is achieved when an individual's informed desires are satisfied. This view, influenced by Thomas Hobbes' materialist philosophy in the 17th century, prioritizes subjective preferences [11]. Contemporary iterations, such as those by Railton (1986), refine this by focusing on informed or rational desires, distinguishing this theory from hedonism by emphasizing agency over mere pleasure [12].

1.5.5 Limitations of Theories in Apprehending Teachers' Well-Being

Historical theories of well-being, such as hedonism, eudaimonism, objective list, and desire fulfilment,

offer valuable frameworks but face limitations in capturing teachers' well-being. Hedonism's focus on pleasure overlooks the chronic stress and burnout unique to teaching [4]. Eudaimonism's emphasis on virtue and purpose may neglect practical constraints like workload and resource scarcity [13]. Objective list theories risk oversimplifying teachers' diverse needs across cultural and institutional contexts [10]. Desire fulfilment theories may fail to account for external systemic barriers, such as policy demands, that limit teachers' ability to fulfil personal goals [14]. Due to these limitations its fundamental to reflect on the other perspectives through which we can come to a reasonable conclusion for the rapid.

Collectively, these theories demonstrate that human flourishing has always been viewed as a multidimensional construct. The PERMA framework [5] may thus be interpreted as a synthesis of earlier ideas: hedonism corresponds to Positive Emotion, eudaimonism aligns with Meaning and Accomplishment, and objective-list approaches echo the importance of Relationships and Engagement. By translating these philosophical notions into measurable psychological components, the PERMA model provides an actionable framework for analysing teacher well-being in contemporary contexts.

2. Methodology

This study employs a conceptual synthesis methodology designed to integrate insights from classical theories of well-being and contemporary Positive Psychology frameworks. Rather than collecting primary empirical data, the research systematically analyses secondary sources, including philosophical texts, psychological models, and recent educational studies on teacher dissatisfaction.

The methodological approach involved three stages:

- Literature Mapping - Identifying key philosophical traditions (hedonism, eudaimonism, objective list, and desire fulfilment) and their relevance to human flourishing.
- Framework Alignment - Mapping these traditions onto the dimensions of Seligman's PERMA model (Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment).
- Interpretive Analysis - Synthesising findings from educational research in India to generate structured results that explain how systemic pressures, limited autonomy, weak collegial support, and recognition gaps manifest across the PERMA dimensions.

This methodology allows for the development of an original theoretical framework that situates teacher dissatisfaction within both historical philosophical perspectives and modern psychological constructs. By adopting a conceptual synthesis, the study provides a structured set of results that can inform teacher education policy and practice, while also laying the groundwork for future empirical validation.context.

3. Result

The conceptual synthesis of classical theories of well-being and the PERMA framework produced five structured dimensions of teacher dissatisfaction in the Indian educational context. Each dimension represents an interpretive outcome derived from the literature review and theoretical mapping.

3.1 Conceptual Framework

The present study adopts Seligman's (2011) PERMA framework as the organising model. Each component of PERMA—Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment—serves as an interpretive lens for analysing teacher dissatisfaction. Table 1 illustrates how classical well-being theories align with the PERMA model to provide insights into teachers' dissatisfaction.

Table 1: Correspondence between Classical Well-being Theories and PERMA Dimensions in Understanding Teachers' Dissatisfaction

Classical Theory	Core Idea	Related PERMA Element	Implication for Teachers
Hedonism	Pleasure and avoidance of pain	Positive Emotion	Work recognition, enjoyment of teaching
Eudaimonism	Virtue and fulfilment	Meaning Accomplishment	Purpose in teaching, self-realisation
Objective-list	Health, knowledge, relationships	Relationships, Engagement	Collegial support, collaborative culture
Desire-fulfillment	Satisfaction of informed desires	Engagement, Meaning	Autonomy, intrinsic motivation

This framework helps interpret how philosophical perspectives converge with the PERMA dimensions, offering a structured approach to understanding the psychological aspects of teacher dissatisfaction.

3.2 Psychological Ancestry of Teacher Well-Being: A PERMA-Based Analysis

The transformation of India’s education system from the ancient Gurukul model to contemporary institutional structures has profoundly altered the role of teachers'. The shift from autonomous and philosophical mentorship to bureaucratically constrained facilitation has weakened the intrinsic satisfaction once central to teaching. Using Martin Seligman’s PERMA model of Positive Psychology, which encompasses Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment, this section explores the psychological foundations of declining teacher well-being in India. By synthesising findings from research on teacher burnout, positive psychology interventions, and comparative educational studies, the analysis demonstrates how systemic rigidities have eroded each dimension of well-being, leading to increased attrition, emotional exhaustion, and diminished educational quality. Emerging fields such as mindfulness-based teacher development and AI-assisted well-being tools provide possible avenues for restoring balance, underscoring PERMA’s relevance in the Indian educational context [5].

In classical Indian educational thought, figures such as Swami Vivekananda, Sri Aurobindo, and Rabindranath Tagore viewed education as a spiritual and humanistic enterprise aimed at self-realisation, moral development, and social harmony. Their philosophies emphasised that teaching is not merely an occupation but a sacred responsibility for nurturing the inner potential of the learner [17] [18] [16]. This heritage provides the philosophical foundation for analysing teacher well-being through the PERMA model, linking ancient ideals of flourishing to modern psychological constructs.

3.2.1 Positive Emotion (P): The Erosion of Joy in Teaching

Positive emotions such as joy, optimism, and gratitude are central to resilience and psychological flourishing [5]. In the Gurukul tradition, teachers derived deep fulfilment from personalised mentorship within a close-knit moral and spiritual community. Teaching was viewed as a sacred duty, not merely a profession. In contrast, today’s educators often face excessive administrative workloads, limited recognition, and declining societal respect, leading to emotional exhaustion and burnout. Studies between 2020 and 2025 indicate that nearly 44% of Indian teachers experience symptoms of burnout, aggravated by post-pandemic pressures and restricted autonomy [25] [4]. Positive psychology interventions, including gratitude journaling and mindfulness practices tailored for Indian educators,

have demonstrated reductions in stress and improvements in overall affect. The erosion of joy in teaching signals a shift from a once blissful vocation to a mechanised occupation, undermining the positive emotional base essential for flourishing.

3.2.2 Engagement (E): From Flow to Frustration amid Declining Autonomy

Engagement, or the experience of flow, occurs when individuals are deeply absorbed in meaningful challenges that align with their strengths [15]. In Gurukul pedagogy, educators designed flexible, need-based curricula that promoted creativity and intellectual curiosity, fostering intrinsic motivation. However, the modern system's prescriptive teaching methods and centralised regulation restrict pedagogical freedom, leading to disengagement and a sense of helplessness. Recent Indian studies link reduced autonomy to lower motivation and diminished mental well-being among schoolteachers [22]. Initiatives such as PERMA-based workshops and AI-supported lesson-planning tools have shown potential to enhance engagement without increasing workload. Encouraging teacher agency through reflective and creative teaching methods may counteract the monotony of current systems, reviving the flow state essential for professional fulfilment.

3.2.3 Relationships (R): Isolation within Hierarchical Structures

Within the PERMA framework, relationships emphasise supportive connections and emotional belonging. In the Gurukul system, teachers and students cohabited in nurturing communities that transcended social hierarchies, fostering mutual trust and empathy. Contemporary education, by contrast, operates within rigid bureaucratic hierarchies that often isolate teachers and weaken collegial collaboration. Burnout research across 2020–2025 shows that social isolation contributes significantly to depersonalisation and emotional fatigue [14] [4]. Interventions such as structured mentorship networks and Bhagavad Gita-inspired resilience training have improved relational well-being among Indian educators (Nath, 2025). Reviving the Gurukul spirit of community learning and emotional reciprocity may strengthen the relational pillar of PERMA, mitigating feelings of alienation within modern institutions.

3.2.4 Meaning (M): The Loss of Purpose in Mechanised Roles

Meaning, as defined within PERMA, involves alignment between one's actions, values, and sense of contribution [5]. In the Gurukul ethos, education was regarded as a moral and spiritual endeavour centred on man-making and self-realisation. Swami Vivekananda defined education as “the manifestation of the perfection already in man,” emphasising the teacher's duty to awaken innate potential and build character [16]. Sri Aurobindo envisioned “integral education” that harmonises the physical, emotional, mental, and spiritual aspects of the individual, aiming for the realisation of divine consciousness within [17]. Rabindranath Tagore viewed education as the cultivation of joy, freedom, and unity with nature, believing that true learning arises from creative self-expression and love for humanity [18]. Together, these thinkers interpreted education as a sacred pursuit of inner and social transformation, aligning closely with the Meaning dimension of PERMA. In contrast, today's examination-driven system often reduces teachers' to clerical facilitators, eroding their sense of vocation and meaning. Recent Indian studies link this decline in purpose with increased attrition and burnout [22]. However, PERMA-based programmes that integrate mindfulness, value reflection, and character strength development have shown promise in restoring meaning and vocational fulfilment, particularly when supported by institutional empowerment as envisioned in the National Education Policy [1].

3.2.5 Accomplishment (A): Stifled Growth and Recognition Gaps

Accomplishment within PERMA pertains to goal attainment and mastery [5]. In traditional Gurukul sett-

ings, teachers measured success through students' moral and intellectual growth, supported by continuous learning and autonomy. The modern educational climate, however, restricts professional growth due to limited recognition, bureaucratic evaluations, and inadequate development opportunities. Studies from 2025 reveal that such conditions contribute to hypertension, reduced self-efficacy, and early resignation among educators [25]. Evidence from PERMA-based training and AI-assisted tools shows improvements in teachers' sense of achievement and self-efficacy. Reintroducing recognition mechanisms, reflective practice, and personalised professional development could rejuvenate this dimension, fostering both accomplishment and long-term satisfaction.

3.3 Integrative Outcome

The results demonstrate that teacher dissatisfaction is multidimensional, with each PERMA element interacting dynamically. Improvements in one domain (e.g., relational support) can produce positive spillovers in others (e.g., engagement and accomplishment). This interdependence suggests that institutional interventions must adopt a holistic approach rather than isolated strategies. By presenting these structured outcomes, the study contributes an original theoretical framework that links philosophical traditions with Positive Psychology, offering actionable insights for embedding well-being practices into teacher education curricula and institutional policy.

Through conceptual analysis, the PERMA framework reveals five core dimensions of teachers' dissatisfaction:

1. Positive Emotion: Teachers often experience a decline in positive emotions due to excessive administrative work, lack of recognition, and constant performance pressures [4].
2. Engagement: Limited autonomy and repetitive instructional duties reduce deep engagement and intrinsic motivation [13].
3. Relationships: Weak collegial support, hierarchical school structures, and limited collaborative opportunities diminish social well-being [14].
4. Meaning: Teachers' increasingly struggle to connect personal purpose with institutional expectations, leading to emotional exhaustion [5].
5. Accomplishment: The absence of meaningful feedback and recognition weakens teachers' sense of achievement and self-efficacy [5].

Together, these dimensions explain how psychological and systemic factors interact to produce teachers' dissatisfaction, confirming the relevance of PERMA in educational settings. These five domains interact dynamically, suggesting that improving one area, such as relational support, can positively influence others, such as engagement and accomplishment. Hence, teacher well-being must be viewed as an interdependent ecosystem rather than a collection of isolated factors.

Furthermore, the interdependence among these elements suggests that institutional interventions targeting any one domain can produce ripple effects across the system. For instance, policies that strengthen peer relationships may indirectly enhance engagement and accomplishment, ultimately increasing positive emotions. Thus, the PERMA model not only explains dissatisfaction but also offers practical pathways for enhancing teachers' well-being.

4. Discussion

The findings correspond with previous studies on teachers' well-being and burnout. Maslach and Leiter [4] identified emotional exhaustion and depersonalisation as key indicators of occupational stress,

particularly in professions requiring sustained interpersonal engagement such as teaching. Similarly, [14] emphasised moral purpose and emotional resilience as determinants of professional sustainability. Within the Indian context, limited institutional support and rigid administrative demands have been linked to low job satisfaction [23].

By employing PERMA, this paper extends the discussion from traditional satisfaction models to holistic well-being. Recent studies have demonstrated that PERMA-based interventions significantly improve educators' resilience and job satisfaction. Positive emotions and engagement are directly tied to teachers' classroom motivation, while relationships and meaning are influenced by institutional culture. The integration of accomplishment highlights the psychological importance of recognition and progress. The PERMA perspective thus encourages teacher education programmes to move beyond skill-based training to encompass emotional literacy, reflective practice, and psychological resilience.

The results suggest that teacher well-being should be recognised as a policy priority in national frameworks such as NEP 2020, with structured programmes for emotional well-being, mentorship, and reflective practice.

5. Conclusion

Teachers' dissatisfaction cannot be understood merely through external or material conditions. It requires a deeper examination of emotional, cognitive, and relational experiences that define teaching as a human-centred profession. The PERMA framework offers a balanced model for analysing these dimensions by recognising the role of positive emotion, engagement, relationships, meaning, and accomplishment. Future teacher education initiatives must embed well-being practices within training curricula, foster collegial support systems, and develop institutional mechanisms that enhance professional recognition. Such measures are essential for transforming teachers' dissatisfaction into sustained professional flourishing.

6. Limitations and Future Study

As a conceptual study, this paper relies on secondary literature rather than empirical evidence. Future research could validate the framework using mixed-method designs, longitudinal tracking of teachers' well-being, or PERMA-based intervention studies across diverse educational settings in India. Such work would provide empirical support for the theoretical relationships proposed here.

By integrating insights from both philosophical traditions and contemporary positive psychology, this study re-positions teachers' well-being as the foundation of educational excellence. Institutionalising PERMA-based practices can transform teaching from a site of burnout into a domain of flourishing, thereby fulfilling the moral and educational vision of the NEP 2020.

7. Data Availability

As no primary data were collected, there are no datasets generated or analyzed during the study. All referenced materials are publicly available or accessible through academic databases. Researchers interested in the sources used in this study can access them through institutional repositories or upon request from the corresponding author.

References

1. Ministry of Education, Government of India, National Education Policy 2020, Ministry of Education

- , New Delhi, 2020, Available at: <https://www.education.gov.in>
2. National Council of Educational Research and Training, Annual Report 2023–24, NCERT, New Delhi, 2023.
 3. Ministry of Education, Government of India, Annual Report 2023–24: NCERT (English), Ministry of Education, New Delhi, 2025, Available at: <https://www.education.gov.in/en/annual-report-2023-24-ncert-english>
 4. Christina Maslach, Michael P. Leiter, Understanding the burnout experience: Recent research and its implications for psychiatry, *World Psychiatry*, 15(2), 2016, 103–111.
 5. Martin E. P. Seligman, *Flourish: A Visionary New Understanding of Happiness and Well-being*, Free Press, New York, 2011.
 6. Richard M. Ryan, Edward L. Deci, Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being, *American Psychologist*, 55(1), 2000, 68–78.
 7. Aristotle, *Nicomachean Ethics*, Oxford University Press, Oxford, 2009.
 8. Jeremy Bentham, *An Introduction to the Principles of Morals and Legislation*, 1789.
 9. John Stuart Mill, *Utilitarianism*, 1863.
 10. Martha C. Nussbaum, *Women and Human Development: The Capabilities Approach*, Cambridge University Press, Cambridge, 2000.
 11. Thomas Hobbes, *Leviathan*, 1651.
 12. Peter Railton, The simple desire-fulfillment theory, *Ethics*, 96(2), 1986, 295–311.
 13. Einar M. Skaalvik, Sidsel Skaalvik, Job demands and job resources as predictors of teacher motivation and well-being, *Social Psychology of Education*, 21(5), 2018, 1251–1275.
 14. Christopher Day, Qing Gu, *Resilient Teachers, Resilient Schools: Building and Sustaining Quality in Testing Times*, Routledge, London, 2014.
 15. Mihaly Csikszentmihalyi, *Flow: The Psychology of Optimal Experience*, Harper & Row, New York, 1990.
 16. Swami Vivekananda, *The Complete Works of Swami Vivekananda, Vol. 3, Advaita Ashrama, Kolkata*, 2007.
 17. Sri Aurobindo, *The Human Cycle*, Sri Aurobindo Ashram, Puducherry, 1956.
 18. Rabindranath Tagore, *Personality*, Macmillan, New Delhi, 2006.
 19. Epicurus, *The Epicurus Reader: Selected Writings and Testimonies*, Hackett Publishing, Indianapolis, 1994.
 20. Marcus Aurelius, *Meditations*, Modern Library, New York, 2002.
 21. Ali Demir, Ataraxia as an alternative rationality: Epicurus and the internal critique of Greek rationalism, *International Journal on Culture, History, and Religion*, 7(SI2), 2025.
 22. Rajeev Nath, *The Hidden Burden: Emotional Labour and Well-being of School Teachers*, 2025.
 23. Tina Bansal, Jaspreet Kaur, Job satisfaction of teacher educators in relation to professional commitment, *International Journal of Indian Psychology*, 9(4), 2020.
 24. Benjamin Harriman, Marcus Aurelius and the earlier Stoic tradition, in *The Cambridge Companion to Marcus Aurelius' Meditations*, Cambridge University Press, Cambridge, 2025.
 25. Indian Council for Educational Research and Training, *Burnout among school teachers in India: A review of the literature*, 2024. Roger R.F., Leonardo W.D., Donald J.T., “Title of Our Research Paper”, Name of the Publisher/Journal, April 2015, 7 (3), 129–151.



Licensed under [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)