INTERNATIONAL JOURNAL OF RESEARCH CULTURE SOCIETY
Monthly Peer-Reviewed, Refereed, Indexed Journal
Volume - 9, Issue - 5, May - 2025
ISSN(O): 2456-6683
[Impact Factor: 9.241]
IJRCS

DOIs:10.2017/IJRCS/202505007 --:-- Research Paper / Article / Review

Assessing Burnout among Undergraduate Students in the Hill Districts of West Bengal

Tashi Yangzom Sherpa [1] , Dr. Dipty Subba [2]
[1] Research Scholar, Jadavpur University, Kolkata.
[2] Associate Professor, Jadavpur University, Kolkata.
Email - tashiyangzomsherpa@gmail.com

Abstract: *The present study was an attempt to study the level of Burnout among the Undergraduate students of Hill Districts of West Bengal. For this purpose, a total of 220 students from arts, science, commerce and other streams were selected. Maslach Burnout Inventory (MBI) developed by Schaufeli (2002) is used for the study. The findings of the study revealed that there is no significant difference found in Exhaustion, Cynicism and Professional Efficacy dimensions of Burnout among Undergraduate Students with respect to social status. There is a significant difference in Exhaustion dimension of Burnout among under graduate Students with respect to stream whereas there was no significant difference in the Cynicism and Professional efficacy dimensions of Burnout among Undergraduate Students with respect to stream. With respect to gender only the Exhaustion dimension of Burnout had a significant difference among the Undergraduate students of Hill districts.*

Key words: *Burnout, Exhaustion, Cynicism, Professional Efficacy.*

1. INTRODUCTION :

In a particular life context, Burnout is characterized as emotional and mental tiredness and chronic stress syndrome brought on by time constraints, context-related overload, and a lack of interest. Demerouti, Bakker, Nachreiner, & Schaufeli, 2001; Iacovides, Fountoulakis, Kaprinis, & Kaprinis, 2003; Lee & Ashforth, (1996) Maslach, Schaufeli, & Leiter, 2001; Toppinen-Tanner, Ojajärvi, Vaananen, Kalimo, & Jappinen (2005). Suicidal thoughts, sadness, and life dissatisfaction are all significantly predicted by Burnout. Freudenberg (1974) describes Burnout as failure, attrition, or weariness brought on by an overabundance of energy, power, and other personal resources. Academic Burnout is more common in Asian nations, according to recent studies that presented a variety of statistics on the condition's prevalence among college students. According to the Korea National Statistical Office, Because of their academic difficulties, almost half of Korean students suffer from significant levels of stress. Charkhabi *et al.* (2013) Burnout among college students results in higher attrition rates, less motivation to meet academic deadlines, and increased absenteeism. Among college students, psychological signs of Burnout include anger, fear, despair, anxiety, and frustration. Physiological symptoms manifest in the form of sleep disturbances, physical fatigue, and increased substance abuse Yang, (2004). Zhang, Gan, Cham and Dyrbye, West, Satele, Boone, Tan, Sloan et al. (2007) Academic Burnout is characterized by a sense of exhaustion brought on by a need to study (exhaustion), cynicism about the tasks (pessimism), and inefficacy (feeling inept as a student). Additionally, there are other approaches to define student Burnout. Yang (2004) characterizes student Burnout as "a state of emotional exhaustion, a tendency to depersonalize, and a feeling of low personal accomplishment in students in the learning process, due to course stress, course load, or other psychological factors." Schaufeli et al. (2002) report that students who are burned out by the demands of their studies exhibit feelings of exhaustion, a disconnected and cynical attitude toward their studies, and a sense of inadequacy. One way to characterize student Burnout is as a decline in motivation for academic work (Mostert, Pienaar, Gauche & Jackson, 2007) this might jeopardize pupils' academic futures. (Struthers, Perry & Menec, 2003) Individual causes of Burnout syndrome include age, gender, civil status, years of employment, personality type, and expectations. According to research, Burnout is a human phenomenon that involves unpleasant emotional experiences and is founded on non-interruptive emotions. Individual causes of Burnout syndrome include age, gender, civil status, years of employment, personality type, and expectations. Among these, personality structure has both a good and a negative impact on Burnout. According to

research, Burnout is a human phenomenon that involves unpleasant emotional experiences and is founded on non-interruptive emotions. (Dolu,1997).

2. Review of Related Literature:

Arya & Sharma (2023) in their study Academic Burnout Among Undergraduate and Postgraduate University Students of Delhi-NCR found no significant difference on the degree of tiredness academic Burnout dimension, their study did find a statistically significant difference on the level of disengagement academic Burnout dimension. Oloidi, Sewagegn, Aleheg, Amanambu, Vivian, Umeano, Chisom, Ilechukwu, Chidi (2022) Undergraduate history students who received an online intervention using rational emotive behaviour therapy saw a notable reduction in academic Burnout. The advantages of an online psychological intervention for treating Burnout in Nigerian Undergraduate history students should be further investigated. A study by Li et al., (2021) examined the frequency of Burnout among Undergraduate students at a Chinese institution in Dali, as well as the correlation between Burnout and a few potential causes. The results of the study showed three predictors of Burnout among Undergraduate university students: interpersonal communication, school issues, and societal variables. Okeke, Aneke, Ifelunni, Onuorah, Okpala, Ngwoke, Ejiofor & Ukanga (2020) studied the level of academic Burnout as experienced by male and female childhood education students in Nigerian Tertiary Institutions in the Southeast zone. In the study they found no significant variance in mean academic Burnout among the male and female students. Taneja, Thakur, Choedon, Awasthi, & Janardhanan (2020) University students experienced Burnout at a notably high rate, which may lead to college dropouts. At the university level, appropriate steps should be taken to minimize the likelihood that pressures will cause university students to burn out. Rahmatpour, Chehrzad, Ghanbari & Ebrahimi (2019) found that male and female students did not differ in the prevalence of academic Burnout. Erbil (2016) discovered no correlation between students' Burnout condition and their financial welfare, employment, residence, or gender. Muzafar, Khan, Ashraf, Hussain, Sajid, Tahir, Rehman, Sohail, Waqas & Ahmad (2015) Burnout among medical students was found to be significantly correlated with age, gender, doctor parents, lack of support or resources (such as from colleagues), lack of time off, lack of belief in one's work, fear of the serious consequences of failure, family responsibilities, and uncertainty about the future, according to multiple regression analysis. Weinstein (2011) According to the study, Burnout, notably emotional tiredness and cynicism, appears to decrease with increasing emotional intelligence. Three findings emerged from the Maslach Burnout Inventory-Student Survey. The greatest mean score was earned by professional efficacy, followed by emotional tiredness in second place and cynicism in last place. David (2010) The results showed a strong correlation between the Burnout dimension of efficacy and the conscientiousness personality dimension; a strong correlation between the cynicism Burnout dimension and both emotional exhaustion and efficacy; a strong correlation between the Burnout dimension of efficacy and both extrinsic motivation and amotivation; and a strong correlation between the Burnout dimension of efficacy and intrinsic motivation. Schaufeli, Martínez, Pinto, Salanova, Bakker (2002) In their study, they looked at engagement and Burnout among Spanish and Dutch university students. Confirmatory factor analyses revealed that the data of each sample fit the expected three-factor structures of the student versions of the Utrecht Work Engagement Scale (UWES) and the Maslach Burnout Inventory (MBI), which includes Exhaustion, Cynicism, and Reduced Efficacy.

3. Objectives:

1: To study Burnout (Exhaustion, Cynicism, Professional Efficacy) among the Undergraduate students of Hill districts of West Bengal with respect to gender.

2: To study Burnout (Exhaustion, Cynicism, Professional Efficacy) among the Undergraduate students of Hill districts of West Bengal with respect to social status.

3: To study Burnout (Exhaustion, Cynicism, Professional Efficacy) among the Undergraduate students of Hill districts of West Bengal with respect to Streams.

4. Hypothesis:

$H_0$1: There is no significant difference in Exhaustion as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to social status.

ISSN(O): 2456-6683
[Impact Factor: 9.241]

$H_0$2: There is no significant difference in Cynicism as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to social status.

$H_0$3: There is no significant difference in Professional Efficacy as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to social status.

$H_0$4: There is no significant difference in Exhaustion as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to Streams.

$H_0$5: There is no significant difference in Cynicism as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to Streams.

$H_0$6: There is no significant difference in Professional Efficacy as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to Streams.

$H_0$7: There is no significant difference in Exhaustion as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to gender.

$H_0$8: There is no significant difference in Cynicism as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to gender.

$H_0$9: There is no significant difference in Professional Efficacy as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to gender.

5. Rationale, Need and Significance of the study:

Today's students face increased pressure to perform at their highest level due to academic obligations and competition, which can lead to mental and physical tiredness and Burnout. Anxiety, depression, and other mental health conditions are frequently associated with Burnout. According to the findings of Arbabisarjou, Hashemi, Sharif, Haji, Yarmohammadzadeh, Feyzollahi, Huan, Yeo, Ang & Chong academic Burnout is more recurrent in Asian countries. Hence there is a need to study the Burnout level among the students from different regions. Charkhabi *et al.* (2013) Burnout among college students results in higher attrition rates, less motivation to meet academic deadlines, and increased absenteeism. Researching Burnout provides information on how to address these issues and aids in their early detection. Among college students, psychological signs of Burnout include anger, fear, despair, anxiety, and frustration. Physiological symptoms manifest in the form of sleep disturbances, physical fatigue, and increased substance abuse Yang, (2004). Understanding how chronic Burnout affects students' achievement is vital since it can result in decreased motivation, concentration, and academic performance. Students' future employment, interpersonal relationships, and general level of life satisfaction may all suffer if Burnout is not treated. Arya & Sharma according to their research, both public and private educational establishments must plan for, handle, and avoid Burnout among their student body enrolled in a range of Undergraduate and graduate programs. Burnout has been studied in great detail in the setting of the workplace, yet less is known about Burnout among students. It's critical to understand the relationship between mental and physical signs of weariness. One way to characterize student Burnout is as a decline in motivation for academic work (Mostert, Pienaar, Gauche & Jackson, 2007) this might endanger pupils' academic prospects. (Struthers, Perry & Menec, 2003). Prior research indicates that more needs to be done on Burnout in various student populations. It was discovered that there hasn't been any research done on Burnout among students in West Bengal's Hill area. Finding out what issues the district's students were facing was necessary.

ISSN(O): 2456-6683
[Impact Factor: 9.241]

6. Methodology:

Research Design: The research design for the study is Descriptive survey method.
Population: The Undergraduate students from West Bengal.
Sample: The sample included 220 Undergraduate students' boys (N:65) and girls (154) from different Undergraduate colleges of Hill districts including Darjeeling and Kalimpong.
Sampling Technique: The sampling method used was Simple Random Sampling.
Tools used in the study: The tool used for the study is Maslach Burnout Inventory- Student Survey by Wilmar B. Schaufeli (2002)
Statistical Technique Used: Data were analyzed using statistical package for social sciences (SPSS Package), Version 21.0 because it accommodates large number of variables at the same time and reduces detailed laborious calculation by hand and thereby minimized the chance of error.

7. Results and Interpretation:

Objective 1: To study Exhaustion as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to social status.
$H_0$1: There is no significant difference in Exhaustion as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to social status.
Table 1.1: ANOVA showing Exhaustion as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to Social Status:

Dimension	Social Status	N	Mean	Std. Deviation	F	Sig.	Result
Exhaustion	Gen	49	1.8980	.87190	.614	.607	NS
	OBC	79	1.9620	.89790			
	SC	16	1.7500	.85635			
	ST	77	1.7922	.84818			
	Total	221	1.8733	.86983			

The interpretations of the above are as follows: Table 1.1 indicated that there is no difference among the Exhaustion dimension of Undergraduate students from General category having (Mean: 1.8980, SD: .87190) Undergraduate students from OBC category (Mean: 1.9620, SD: .89790), Undergraduate students from SC category (Mean: 1.7500, SD: .85635) and Undergraduate students from ST category (Mean: 1.7922, SD: .84818), with respect to social status. On the basis of total Exhaustion dimension of Burnout among Undergraduate students of Hill districts of West Bengal with respect to social status is not significant (Mean:1.8733, SD: .86983).

This F value of the total Exhaustion as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to social status is not significant. The null hypothesis *$H_0$1: There is no significant difference in Exhaustion as a dimension of Burnout among under graduate Students with respect to social status* is accepted.

Findings: The P value .607 of the total Exhaustion as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to social status is higher than 0.05 significant level hence the null hypothesis is accepted.

Discussion: The reported findings are in congruence with an Indian comparative study of stress and Burnout by Mandava et al., (2018) among Undergraduate and graduate orthodontic students, which also revealed no statistically significant difference in the Burnout and exhaustion stress levels across the groups.

ISSN(O): 2456-6683
[Impact Factor: 9.241]

Objective 2: To study Cynicism as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to social status.

$H_0$2: There is no significant difference in Cynicism as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to social status.

Table 2.1: ANOVA showing Cynicism as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to Social Status:

Dimension	Social Status	N	Mean	Std. Deviation	F	Sig.	Result
Cynicism	Gen	49	8.45	6.124	.683	.563	NS
	OBC	79	9.53	5.924			
	SC	16	7.69	4.629			
	ST	77	8.51	6.340			
	Total	221	8.80	6.026			

The interpretations of the above are as follows: Table 2.1 indicated that there is no difference among the Cynicism dimension of Undergraduate students from General category having (Mean: 8.45, SD: 6.124) Undergraduate students from OBC category (Mean: 9.53, SD:5.924), Undergraduate students from SC category (Mean:7.69, SD:4.692) and Undergraduate students from ST category (Mean:8.51, SD:6.340), with respect to social status. On the basis of total Cynicism dimension of Burnout among Undergraduate students of Hill district of West Bengal with respect to social status is not significant (Mean:8.80, SD:6.026).

This F value of the total Cynicism as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to social status is not significant.

The null hypothesis *$H_0$2: There is no significant difference in Cynicism as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to social status* is accepted.

Findings: The P value .563 of the total Cynicism as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to social status is higher than 0.5 significant level hence the null hypothesis is accepted.

Discussion: This maybe because all the students today take a lot of loads on themselves due to the pressure from studies which makes them develop a cynical or detached attitude towards studies.

Objective 3: To study Professional Efficacy as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to social status.

$H_0$3: There is no significant difference in Professional Efficacy as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to social status.

Table 3.1: ANOVA showing Professional Efficacy as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to Social Status:

Dimension	Social Status	N	Mean	Std. Deviation	F	Sig.	Result
Reduced Professional Efficacy	Gen	49	10.08	5.894	.862	.481	NS
	OBC	79	9.37	6.670			
	SC	16	7.38	5.548			
	ST	77	9.86	6.392			
	Total	221	9.55	6.326			

The interpretations of the above are as follows: Table 3.1 indicated that there is no significant difference among the Professional Efficacy dimension of Undergraduate students from General category having (Mean:10.08, SD:5.894), Undergraduate students from OBC category (Mean:9.37, SD:6.670), Undergraduate students from SC category (Mean:7.38, SD:5.548) and Undergraduate students from ST category (Mean:9.86, SD:6.392), with respect to social status. On the basis of total Professional Efficacy dimension of Burnout among Undergraduate students of Hill districts of West Bengal with respect to social status is not significant (Mean:9.55, SD:6.326).

This F value of the total Professional Efficacy as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to social status of Hill district is not significant.
The null hypothesis *$H_0$3: There is no significant difference in Professional Efficacy as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to social status* is accepted.

Findings: The P value .481 of the total Professional Efficacy as a dimension of Burnout among Undergraduate students of Hill districts with respect to social status is lesser than 0.5 significant level hence the null hypothesis is rejected.

Discussion: This maybe because the students from different categories are of similar ages and most of them have their efficacy level are at same level. The students may be feeling incompetent due to presence of over expectations from parents and teachers which they cannot fulfil which leads to reduced professional efficacy.

Objective 4: To study Exhaustion as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to Streams.
$H_0$4: There is no significant difference in Exhaustion as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to Streams.

Table 4.1: ANOVA showing Exhaustion as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to Streams.

Dimension	Streams	N	Mean	Std. Deviation	F	Sig.	Result
Exhaustion	ARTS	134	9.93	6.287	3.239	.023	S*
	SCIENCE	53	12.83	7.277			
	COMMERCE	29	10.66	5.972			
	OTHERS	4	15.50	5.745			
	Total	220	10.82	6.593			

The interpretations of the above are as follows: Table 4.1 indicated that there is a significant difference among the Exhaustion dimension of Undergraduate students from other stream (Mean:15.50, SD:5.745) is numerically higher than the Undergraduate students from arts streams (Mean:9.93, SD:6.287) Undergraduate students from science stream (Mean:12.83, SD:7.277), Undergraduate students from commerce stream (Mean:10.66, SD:5.972), with respect to different steams. On the basis of total Exhaustion dimension of Burnout among the Undergraduate students of Hill district with respect to social status is significant (Mean: 10.82, SD:6.593).

This F value of the total Exhaustion as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to different streams is significant.
The null hypothesis *$H_0$4: There is no significant difference in Exhaustion as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to stream* is rejected.

Findings: The P value .023 of the total Exhaustion as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to stream is lesser than 0.5 significant level hence the null hypothesis is rejected.

Discussion: This study is in consonance with the study of Li Y, Cao L, Liu J, Zhang T, Yang Y, Shi W, Wei Y. (2021) the findings showed that different specializations had varying Burnout scores, while liberal arts majors had low overall Burnout scores.

Objective 5: To study Cynicism as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to Streams.
$H_0$5: There is no significant difference in Cynicism as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to Streams.

Table 5.1: ANOVA showing Cynicism as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to Streams:

Dimension	Streams	N	Mean	Std. Deviation	F	Sig.	Result
Cynicism	ARTS	134	8.54	5.944	.251	.861	NS
	SCIENCE	53	8.96	6.549			
	COMMERCE	29	9.48	5.896			
	OTHERS	4	9.75	4.031			
	Total	220	8.79	6.036			

The interpretations of the above are as follows: Table 5.1 indicated that there is no difference among the Cynicism dimension of the Undergraduate students from arts stream (Mean:8.54, SD:5.944) Undergraduate students from science stream (Mean:8.96, SD:6.549), Undergraduate students from commerce stream (Mean:9.48, SD:5.896) and Undergraduate students from other streams (Mean:9.75, SD:4.031), with respect to different steams. On the basis of total Cynicism dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to stream is not significant (Mean: 8.79, SD:6.036).

This F value of the total Cynicism as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to stream is not significant.
The null hypothesis *$H_0$5: There is no significant difference in Cynicism dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to stream* is accepted.

Findings: The P value .861 of the total Cynicism as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to stream is greater than 0.5 significant level hence the null hypothesis is accepted.

Discussion: This maybe because the students from different streams maybe facing problems in their own area of study. The level of difficulty increases when the students reach at graduation level from school level which causes a disconnectedness and cynical attitude toward their studies.

Objective 6: To study Professional Efficacy as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to Streams.
$H_0$6: There is no significant difference in Professional Efficacy as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to Stream.

Table 6.1: ANOVA showing Professional Efficacy as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to Streams:

Dimension	Streams	N	Mean	Std. Deviation	F	Sig.	Result
Professional Efficacy	ARTS	134	9.81	6.019	1.734	.161	NS
	SCIENCE	53	8.26	6.386			
	COMMERCE	29	9.69	7.407			

	OTHERS	4	14.75	4.193			
	Total	220	9.51	6.315			

The interpretations of the above are as follows: Table 6.1 indicated that there is no significant difference among the Professional Efficiency dimension of Burnout among the Undergraduate students from arts stream (Mean:9.81, SD:6.019), Undergraduate students from science stream (Mean:8.26, SD:6.386), Undergraduate students from commerce stream (Mean:9.69, SD:7.407) and Undergraduate students from other streams (Mean:14.75, SD:4.193)with respect to different steams. On the basis of total Professional Efficiency dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to social status is not significant (Mean: 9.51, SD:6.315).

This F value of the total Professional Efficacy as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal is not significant.

The null hypothesis *$H_0$6: There is no significant difference in Professional Efficacy as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to stream* is accepted.

Findings:

The P value .161 of the total Professional Efficacy as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to stream is greater than 0.5 significant level hence the null hypothesis is accepted.

Discussion:

This maybe because the load from studies at higher level may cause a reduction of efficacy among the students. The students face challenges when they reach higher education level, they find it difficult to cope up with their studies and other activities.

Objective 7: To study Exhaustion as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to gender.

$H_0$7: There is no significant difference in Exhaustion as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to gender.

Table 7.1: T-test showing Exhaustion as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal of West Bengal with respect to gender:

Exhaustion	Gender	N	Mean	Std. Deviation	t	Sig.	Result
	Male	65	12.37	7.305	2.345	.020	S*
	Female	154	10.11	6.149			

The interpretations of the above are as follows: Table 7.1 indicated that there is a significant difference among the Exhaustion dimension of Undergraduate male students (Mean:12.37, SD:7.305) is numerically larger than female students (Mean:10.11, SD:6.149) with respect to gender.

The T value of the total Exhaustion as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to gender is significant.

The null hypothesis *$H_0$7: There is no significant difference in Exhaustion as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to gender* is rejected.

Findings:

The P value .20 of the total Exhaustion as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to gender is lesser than 0.5 significant level hence the null hypothesis is rejected.

Discussion:

This study is in consonance with the study of Chandan & Sherkhane (2020) Males had higher levels of Burnout than females, according to their study of postgraduate students in Dharwad, Karnataka, and this difference was statistically significant. Dunn et al. (2008) implied that female students frequently exhibited more rational choices about their priorities in life and had greater social support. In terms of Burnout, this might be a protective measure.

This study is contradictory to the study of Muzafar, Y., Khan, H. H., Ashraf, H., Hussain, W., Sajid, H., Tahir, M., Rehman, A., Sohail, A., Waqas, A., & Ahmad, W. (2015) High degrees of Burnout were shown to be significantly correlated with female gender in their study. Also, Okeke, Aneke, Ifelunni, Onuorah, Okpala, Ngwoke, Ejiofor, & Ukanga (2020) discovered that compared to male students, female childhood education students experience Burnout mostly as weariness.

Objective 8: To study Cynicism as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to gender.

$H_0$8: There is no significant difference in Cynicism as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to gender.

Table 8.1: T-test showing Cynicism as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to gender:

	Gender	N	Mean	Std. Deviation	t	Sig.	Result
Cynicism	Male	65	9.26	6.200	.748	.455	NS
	Female	154	8.59	5.997			

The interpretations of the above are as follows: Table 8.1 indicated that there is no difference among the Cynicism dimension of Undergraduate male students (Mean:9.26, SD:6.200), female students (Mean:8.59, SD: 5.997) with respect to gender.

The T value of the total Cynicism as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to gender is not significant.

The null hypothesis *$H_0$8: There is no significant difference in Cynicism as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to gender* is accepted.

Findings:

The P value .455 of the total Cynicism as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to gender is greater than 0.5 significant level hence the null hypothesis is accepted.

Discussion:

This study is in consonance with the study of Dušan V. Backović1, Jelena Ilić Živojinović1, Jadranka Maksimović2 & Miloš Maksimović1 (2012) where they discovered that all of the students who were tested had high ratings on the MBI subscale of cynicism/depersonalization, regardless of gender.

Objective 9: To study Professional Efficacy as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to gender.

$H_0$9: There is no significant difference in Professional Efficacy as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to gender.

Table 9.1: T-test showing Professional Efficacy as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to gender:

ISSN(O): 2456-6683
[Impact Factor: 9.241]

Professional Efficacy Total	Gender	N	Mean	Std. Deviation	t	Sig.	Result
	Male	65	9.29	6.363	-.381	.704	NS
	Female	154	9.65	6.325			

The interpretations of the above are as follows: Table 9.1 indicated that there is no difference among the Professional Efficiency dimension of Undergraduate male students (Mean:9.29, SD:6.363) and female students (Mean:9.65, SD: 6.325) with respect to gender.
The T value of the total Professional Efficiency as a dimension of Burnout among the Undergraduate students of Hill district with respect to gender is not significant.
The null hypothesis *$H_0$9: There is no significant difference in Professional Efficiency as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to gender* is accepted.

Findings:
The P value .704 of the total Professional Efficiency as a dimension of Burnout among the Undergraduate students of Hill districts of West Bengal with respect to gender is greater than 0.5 significant level hence the null hypothesis is accepted.

Discussion:
This study is in consonance with the study of Erbil, Murat, Sezer (2016) Burnout (MBI), emotional exhaustion (EE), depersonalization/cynicism (DE), and personal accomplishment (PA) ratings did not significantly correlate with gender, occupation, or scholarship, according to their study.

The study is contradictory to the study of Li, Cao, Liu, Zhang, Yang, Shi & Wei (2021) Their study's findings showed that men and women had significantly different mean scores on Burnout and low professional efficacy, with women scoring higher.

8. Educational Implication
Students who experience Burnout may feel exhausted, have a disengaged attitude toward their studies, and feel incompetent as learners, all of which can have a negative impact on their mental health in the long run. Students should receive early detection and preventive care. Teachers and parents should provide guidance and motivation to pupils who are prone to Burnout. Students who are aware of the causes and symptoms of Burnout are better able to spot the warning signs in themselves and take preventative action or seek help before they become seriously ill. Research on Burnout frequently results in time management, stress reduction, and emotional health techniques. Students can get knowledge on how to handle workloads more effectively, deal with academic stress, and keep a better balance. Institutions can assess the effects of their workload expectations, grading schemes, academic regulations, and extracurricular responsibilities with the aid of studies on Burnout. Universities can modify their curriculum to make them more manageable and beneficial for students by utilizing research findings, which will result in a more positive academic experience. Research on Burnout can be used by educational institutions to teach staff and faculties how to identify student Burnout and offer appropriate support. In order to reduce Burnout for both themselves and their students, faculty members can also receive guidance on how to handle workloads and expectations. Researching Burnout aids educators and legislators in adjusting to these developments. Knowing the causes and symptoms of Burnout can aid in developing preventative and early intervention methods, which can enhance students' general health and academic performance.

9. Conclusion:
In conclusion the findings of the study help in understanding Burnout. The study revealed that there is a significant difference in the Emotional Exhaustion dimension of Burnout among the Undergraduate students of Hill district of West Bengal with respect to stream and gender. It was found that the male students scored numerically greater in Emotional Exhaustion dimension of Burnout than the female students. According to the study the arts students in comparison to science, commerce and other streams scored the least in exhaustion dimension of Burnout whereas the students from other streams scored the highest.

10. Recommendations:

Burnout is a growing problem measures should be taken by institutions for early detection and prevention. The present study was limited to Undergraduate students of Hill district future studies can be conducted on a different population sample and on students from different ages. The teachers should be able to detect the students who are prone to Burnout and certain protective measures should be taken. Taneja, Thakur, Choedon, Awasthi & Janardhanan (2020) suggested that appropriate measures be implemented at the university level to reduce the possibility that stressors would lead to Burnout among students. Additionally, it was suggested that a study involving in-person interviews and a larger sample size would probably be more successful. A greater sample size and in-person interviews would probably enhance the Caliber of this research.

Disclosure: The authors declare no Conflict of Interest.
Acknowledgement: We express our sincere gratitude to Jadavpur University and all the Professors and teachers of the Department of Education for their support. We are grateful to the participants of this study for their time and willingness to participate in this research, without which this research would not have been possible. We would like to thank our family and friends for their support.
Informed Consent: All participants provided informed written consent.

REFERENCES:

1. Arbabisarjou, A., Hashemi, S. M., Sharif, M. R., Haji Alizadeh K, Yarmohammadzadeh P, Feyzollahi Z. The relationship between sleep quality and social intimacy, and academic burn-out in students of medical sciences. *Glob J Health Sci.* 2015; 8:231–
2. Backović, D. V., Zivojinović, J. I., Maksimović J., Maksimovic, M. Gender differences in academic stress and Burnout among medical students in final years of education. *Psychiatry Danub*. 2012;24:175–81.
3. Charkhabi M, Azizi Abarghuei M, Hayati D. The association of academic Burnout with self-efficacy and quality of learning experience among Iranian students. *Springer plus.* 2013; 2:677.
4. Chandan N and Sherkhane M S 2020 Assessment of Stress and Burnout among Postgraduate Medical Students 8 178– 82
5. David, A. (2010). Examining the relationship of personality and Burnout in college students: The role of academic motivation. Educational measurement and evaluation review, 1, 90-104
    a. *DOI:* 10.1097/MD.0000000000028886
6. Demerouti, E., Bakker, A. B,, Nachreiner, F., & Schaufeli, W. B. (2001). The job demands-resources model of Burnout. Journal of Applied Psychology, 86, 499-512
7. Iacovides, A., Fountoulakis, K. N., Kaprinis, St., & Kaprinis, G. (2003). The relationship between job stress, Burnout and clinical depression. Journal of Affective Disorders, 75, 209-221.
8. Dyrbye LN, West CP, Satele D, Boone S, Tan L, Sloan J, et al. Burnout among U.S. medical students, residents, and early career physicians relative to the general U.S. population. *Acad Med.* 2014;89:443–51.
9. Dunn LB, Iglewicz A, Moutier C: A conceptual model of medical student well-being: promoting resilience and preventing Burnout. Acad Psychiatry 2008; 32:44–53.
10. Erbil, Y., MURAT, D., SEZER, S. F (2016) The relationship between emotional intelligence and Burnout levels among architecture students. *MEGARON / Yıldız Technical University Faculty of Architecture E-Journal*. https://doi.org/10.5505/megaron.2016.88319
11. Freudenberger, N. J. (1974). Staff Burnout. Journal of Social Issues, 30, 159-165
12. Hakanen JJ, Schaufeli WB. Do Burnout and work engagement predict depressive symptoms and life satisfaction? A three-wave seven-year prospective study. *J Affect Discord* 2012; 141: 415–424.
13. Huan VS, Yeo LS, Ang RP, Chong WH. The influence of dispositional optimism and gender on adolescents' perception of academic stress. *Adolescence.* 2006; 41:533–46
14. Li, Y., Cao, L., Liu, J., Zhang, T., Yang, Y., Shi, W., & Wei, Y. (2021). The prevalence and associated factors of Burnout among Undergraduates in a university. Medicine, *100*(27), e26589 https://doi.org/10.1097/md.0000000000026589
15. Lee, R., & Ashforth, B. (1996). A meta-analytic examination of the correlates of the three dimensions of job Burnout. Journal of Applied Psychology, 81,122-133.
16. Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job Burnout. Annual Review of Psychology, 52, 397-422.

ISSN(O): 2456-6683
[Impact Factor: 9.241]

17. Muzafar, Y., Khan, H. H., Ashraf, H., Hussain, W., Sajid, H., Tahir, M., Rehman, A., Sohail,A., Waqas, A., & Ahmad, W. (2015). Burnout and its Associated Factors in Medical Students of Lahore, Pakistan. *Cureus*. https://doi.org/10.7759/cureus.390
18. Oloidi, F. J., Sewagegn, A. A., Amanambu, O. V., Umeano, B. C., & Ilechukwu, L. C. (2022). Academic Burnout among Undergraduate history students. *Medicine*, *101*(7), e28886. https://doi.org/10.1097/md.0000000000028886
19. Okeke, F. C., Aneke, A. O., Ifelunni, C. O., Onuorah, A., Okpala, E., Ngwoke, A. N., Ejiofor, J. N., & Ukanga, L. P. (2020). Gender differences in academic Burnout among childhood education students. *Global Journal of Health Science*, *12*(5), 57. https://doi.org/10.5539/gjhs.v12n5p57
20. Rahmatpour, P., Chehrzad, M., Ghanbari, A., & Sadat-Ebrahimi, S. (2019). Academic Burnout as an educational complication and promotion barrier among Undergraduate students: A cross-sectional study. *Journal of Education and Health Promotion*, *8*(1), 201. https://doi.org/10.4103/jehp.jehp_165_19
21. Schaufeli, W.B., Martinez, I.A., Pinto, A.M., Salanova, M. & Bakker, A.B. (2002) Burnout and engagement in university students. A cross-national study. Journal of Cross-Cultural Psychology, 33, 464-481.
22. Srishti Arya1, Dr.Roopali Sharma2(2023)Academic Burnout Among Undergraduate And Postgraduate University Students Of Delhi-NCR International Journal of Creative Research Thoughts (IJCRT)2023 IJCRT | Volume 11, Issue 5 May 2023 | ISSN: 2320-2882
23. Taneja, N., Thakur, R., Choedon, K., Awasthi, A.A., & Janardhanan, R. (2020). PREVALENCE AND CORRELATES OF BURNOUT AMONG PRIVATE UNIVERSITY STUDENTS OF DELHI, NCR.
24. Toppinen-Tanner, S., Ojajärvi, A., Väänänen, A., Kalimo, R., & Jäppinen, P. (2005). Burnout as a predictor of medically certified sick-leave absences and their diagnosed causes. Behavioral Medicine, 31, 1
25. Weinstein. M (2011) The relationship between emotional intelligence and Burnout among postgraduate university students. Mandy Weinstein. University of Johannesburg; Master of Arts (MA) 9910685007691 University of Johannesburg; Department of Psychology. Thesis
26. Yang, H. (2004). Factors affecting student Burnout and academic achievement in multiple enrolment programs in Taiwan‘s technical–vocational colleges. International Journal of Educational Development, 24, 283.
27. Zhang Y, Gan Y, Cham H. Perfectionism, academic Burnout and engagement among Chinese college students: A structural equation modeling analysis. *Pers Individ Dif.* 2007;43:1529–40.