

BURNOUT AND ITS IMPACT ON JOB SATISFACTION AMONG COLLEGE TEACHERS



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SUPERVISOR CERTIFICATE

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CHAPTER I

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Burnout among college teachers can significantly impact job satisfaction. The demanding nature of academia, coupled with high workloads and pressure to meet research and teaching expectations, can lead to emotional exhaustion, a key component of burnout. When teachers experience burnout, their enthusiasm for teaching diminishes, affecting the quality of education.

This decline in job satisfaction can result in reduced motivation, creativity, and engagement in classroom activities. Additionally, burnout may contribute to higher levels of absenteeism and turnover among college faculty. The negative consequences extend beyond individual well-being to influence the overall academic environment.

Addressing burnout is crucial for fostering a positive work atmosphere. Implementing support systems, providing resources for managing workload, and promoting a healthy work-life balance can mitigate burnout's effects. Ultimately, recognizing and alleviating burnout contributes to enhanced job satisfaction, creating a more conducive environment for effective teaching and learning in higher education.(Agyapong et al., 2022)

Job burnout has become a widespread phenomenon in school settings. However, little is known about the mental health condition of the growing cohort of generalist teachers in rural primary schools. Drawing on the job demands–resource model and social exchange theory, this study examines the correlation between job burnout and job satisfaction through perceived organizational support and work engagement. Methods: We recruited 639 Chinese generalist teachers in rural primary schools as the study subjects and developed a serial mediation model to assess the hypothesized construct. The data acquired online via Wenjuanxing Software were confirmed as valid and analyzed with SPSS and SmartPLS. Results: The participants scored above the median in perceived organizational support, work engagement, and job satisfaction, and had scores close to the median for job burnout. Statistically significant differences among the investigated variables were found in gender, age, experience, and degree. Job burnout was negatively predictive of perceived organizational support, work engagement, and job satisfaction (each $p = 0.000$). Perceived organizational support mediated the association between job burnout and work engagement ($p = 0.000$) and the connection between job burnout and job satisfaction ($p = 0.000$), while work engagement mediated the association between job burnout and job satisfaction ($p = 0.000$) and the association between perceived organizational support and job

satisfaction ($p = 0.000$). Conclusions: Perceived organizational support and work engagement as two sequential mediators buffered the detrimental impact of job burnout on job satisfaction among Chinese generalist teachers in rural primary schools. Targeted strategies should be implemented to diminish generalist teachers' feelings of burnout, being unsupported by organizations, disengagement at work, and dissatisfaction with the job.

College Teachers

College teachers play a pivotal role in shaping students' academic journeys. Their responsibilities encompass not only delivering lectures but also guiding research, providing mentorship, and assessing student progress. Job satisfaction for college teachers is influenced by factors like workload, administrative support, and recognition. Balancing research, teaching, and administrative tasks can be challenging, potentially leading to burnout. Effective professional development opportunities and a supportive work environment are essential for nurturing job satisfaction among college teachers. When fulfilled in their roles, educators are better equipped to inspire and facilitate meaningful learning experiences for students, contributing to the overall success of higher education institutions.

Role in Student Development

Teachers often referred to as 'gurus' in India, play a pivotal role in shaping the minds of the youth. Teachers mold students with knowledge and values just like an artist uses a brush to paint a canvas.

The Changing Nature of Teaching

Educators today juggle multiple roles, with the digital era encroaching upon traditional teaching methodologies. From being mere transmitters of knowledge, they are now facilitators, mentors, and sometimes, even friends.

Challenges Faced by College Teachers

Despite their critical role, college teachers face outdated curricula, administrative burdens, and sometimes a lack of respect. Imagine trying to light up a room with a dimming candle. That is the scenario many educators find themselves in.

Infrastructure and Resources

Many Indian colleges lack the basic amenities and tech resources to provide quality education. It

is like trying to sail a ship without a compass – directionless and fraught with obstacles.

Curriculum and Relevance

Have you tried fitting a square peg in a round hole? That is how outdated some curriculums feel in today's rapidly evolving job market.

Financial Constraints

Many institutions are shackled by limited budgets, forcing them to make tough choices. It is akin to choosing between buying seeds or water when you need both to cultivate a farm.

Student-Teacher Ratio and Overcrowding

Picture a gardener tending to a vast field with thousands of plants. That is the plight of many educators trying to cater to overcrowded classrooms (Mehta C, 2023)

Burnout

Job burnout is widely described as “a psychological syndrome of emotional exhaustion, depersonalization, and reduced professional efficacy” [Maslach C., Jackson S.E.]. Factors contributing to job burnout can be summarized into two interactional forms: organizational and individual [. Regarding the organizational factors, employees' perceived organizational support, mainly from leaders and fellows, has been significantly associated with their feelings of job burnout . Concerning the individual factors, employees' attitudes, and sentiments towards work conditions, such as work engagement and job satisfaction, have also been closely connected with the occurrence of job burnout [Schaufeli W., Salanova M., González-romá V].

Perceived organizational support reflects an employee's viewpoint that their contributions are valued and their benefits are concerned for by their employers . Some burnout studies have disclosed that perceived organizational support contributes to employees' job burnout in diverse work contexts . Conversely, long-term burnout can cause an employee to feel unsupported, uncared for, and unappreciated by the organization, and could even result in a decrease in loyalty . Work engagement is “a positive, fulfilling, work-related state of mind characterized by vigor, dedication, and absorption” [Bakker A.B]. Highly engaged employees seem to be adept at effectively handling negative emotions caused by job burnout . In turn, job burnout can reduce employees' engaged work behaviors and consequently lead to work inefficiency and low productivity. Job satisfaction is “a pleasurable or positive emotional state resulting from the

appraisal of one's job and job experience", involving three aspects: intrinsic, extrinsic, and general . Several academics have also confirmed that job satisfaction is negatively associated with job burnout [Locke E.A]. Employees with a sense of burnout are usually unsatisfied with the work that they are presently undertaking and have a higher intention of turnover.

Job burnout typically occurs among public service workers, such as teachers . Job burnout not only directly affects teachers' mental health and job performance but also indirectly influences teacher–student relationships and students' learning outcomes. Prior efforts have revealed the frequency of job burnout in teachers and its deteriorating influence on their perceived organizational support, work engagement, and job satisfaction. For instance, Anomneze et al. argued that perceived organizational support was significantly adversely connected with emotional exhaustion and depersonalization among secondary school teachers in Enugu State, while Xu and Yang illustrated that perceived organizational support was significantly negatively related to all the dimensions of job burnout in teachers at primary and secondary schools in China. Furthermore, Faskhodi revealed a strong negative connection between work engagement and job burnout in teachers teaching English at a private language institute in Tehran, while Hakanen et al. determined that burnout was significantly negatively predictive of work engagement among teachers from elementary, secondary, and vocational schools in Finland. Moreover, Platsidou argued that job dissatisfaction of special teachers in Greece was directly related to their feelings of job burnout, while Skaalvik and Skaalvik highlighted that job satisfaction was closely connected to emotional exhaustion and diminished personal achievement among teachers in Norwegian elementary and middle schools.

In addition, some theoretical and empirical research has acknowledged the interrelationship between job burnout and its correlates. As per social exchange theory (SET) [Blau P., Gouldner A.W.], perceived organizational support is an essential contributor to job satisfaction. Some scholars have vindicated that employees' perceptions of organizational support positively predict their levels of job satisfaction. Moreover, in line with the job demands–resources (JDR) model [Bakker A.B., Hakanen J.J., Demerouti E., Xanthopoulou D.], when employees perceive sufficient job resources (e.g., organizational support), they are inclined to work enthusiastically and with dedication (e.g., work engagement), and are more likely to be satisfied with their work. Additionally, extant studies have shown that work engagement functions as a mediator in the association between organizational support and job satisfaction [Marcionetti J., Castelli L.].

Existing studies have considerably enhanced our understanding of job burnout and its impacts on individuals' work-related mental health and well-being. However, these investigators have not yet been incorporated into a synthesized conceptual framework that can recognize organizational and individual factors. Specifically, the interplay between perceived organizational support, work engagement, job satisfaction, and job burnout remains underexplored. More importantly, the cohort of generalist teachers responsible for teaching several disciplines in rural primary schools has not received adequate attention regarding their workload, psychological situation, and career promotion. Compared with their counterparts solely teaching one discipline, a generalist teacher is a more challenging and stressful profession because they have to be able to teach all basic subjects, such as mathematics, science, music, language, arts, physical education, and even dance, often to more than one grade level. In addition to broad subject knowledge and skills, they are expected to be equipped with proficient teaching techniques, including information technology, to teach effectively in the classroom. These high requirements may ultimately lead generalist teachers to job dissatisfaction [Clohessy L., Bowles R., Ní Chróinín D.] and emotional stress, which might cause job burnout, especially for those who work in rural areas with fewer job resources. This situation may be more prevalent in China. Although China has implemented a series of strategic programs, such as the Rural Revitalization Plan and Health China Plan, to promote rural workers' material and spiritual life quality and their physical and psychological health, rural generalist teachers' mental health remains unclear. Therefore, there is a great significance in investigating job burnout and its influence on work-related well-being in populations of generalist teachers, which can provide useful empirical insights into equally distributing educational and medical resources to specific groups for policymakers, administrators, and principals around the world.

This study determined the impact of job burnout on perceived organizational support, work engagement, and job satisfaction, using a mediating mechanism. This study provides insights on how job burnout damages employees' work-related mental health and how perceived organizational support and work engagement cushions the harmful impact of job burnout on job satisfaction in an instance of Chinese generalist teachers in rural primary schools. It can also enrich the literature on job burnout and job satisfaction and contribute to the addition of theoretical knowledge and research paradigms for the JDR model and SET by integrating external and internal factors.

Burnout is a reaction to prolonged or chronic job stress. It is characterized by three main dimensions: exhaustion, cynicism (less identification with the job), and feelings of reduced professional ability. More simply put, if you feel exhausted, start to hate your job, and begin to feel less capable at work, you are showing signs of burnout.

Most people spend the majority of their waking hours working. So, if you hate your job, dread going to work, and don't gain any satisfaction from what you're doing, it can take a serious toll on your life. This toll shows up via burnout symptoms.

Risk Factors for Burnout Symptoms

Having a high-stress job doesn't always lead to burnout. If your stress is managed well, you may not experience these ill effects. But some individuals (and those in certain occupations) are at a higher risk of having burnout symptoms than others.

Experiencing workplace stress for prolonged periods can lead to burnout. Burnout symptoms include feeling exhausted, empty, and unable to cope with daily life. If left unaddressed, your burnout may even make it difficult to function. Learn the physical and mental symptoms of burnout, factors that may increase your risk, and a few recovery strategies.

Signs You're Burning Out

Recognizing the signs can help you better understand whether the stress you are experiencing is impacting you in a negative way. Here are a few to look for:

- Gastrointestinal problems
- High blood pressure
- Poor immune function (getting sick more often)
- Reoccurring headaches
- Sleep issues
- Concentration issues
- Depressed mood
- Feeling worthless

- Loss of interest or pleasure
- Suicidal ideation
- Fatigue

How to Deal With Burnout

- Discuss work problems with your company's human resources department or your supervisor.
- Explore less stressful positions or tasks within your company.
- Take regular breaks.
- Learn meditation or other mindfulness techniques.
- Eat a healthy diet.
- Get plenty of exercise.
- Practice healthy sleep habits.
- Consider taking a vacation.

Symptoms of Burnout

While burnout isn't a diagnosable psychological disorder, that doesn't mean it shouldn't be taken seriously. Burnout symptoms can affect you both physically and mentally.

Physical Burnout Symptoms

When you experience burnout, your body will often display certain signs. Research indicates that some of the most common physical burnout symptoms include:³

- Gastrointestinal problems
- High blood pressure
- Poor immune function (getting sick more often)
- Reoccurring headaches
- Sleep issues

Because burnout is caused by chronic stress, it's helpful to also be aware of how this stress, in general, affects the body. Chronic stress may be felt physically in terms of having more aches and pains, low energy levels, and changes in appetite.⁴ All of these physical signs suggest that you may be experiencing burnout.

Mental Burnout Symptoms

Burnout also impacts you mentally and emotionally. Here are some of the most common mental symptoms of burnout:

- Concentration issues
- Depressed mood
- Feeling worthless
- Loss of interest or pleasure
- Suicidal ideation

Burnout vs. Depression

Burnout shares symptoms with some mental health conditions, such as depression. Depression symptoms also include a loss of interest in things, feelings of hopelessness, cognitive and physical symptoms, as well as thoughts of suicide.

Individuals with depression experience negative feelings and thoughts about all aspects of life, not just at work. If this is how you feel, a mental health professional can help. Seeking help is important because individuals experiencing burnout may be at a higher risk of developing depression.

Risk Factors for Burnout Symptoms

Having a high-stress job doesn't always lead to burnout. If your stress is managed well, you

may not experience these ill effects. But some individuals (and those in certain occupations) are at a higher risk of having burnout symptoms than others.

According to a 2018 Gallup report, there are five job factors that can contribute to employee burnout

➤ **Unreasonable time pressures.**

Employees who say they have enough time to do their work are 70% less likely to experience high burnout, while individuals who are not able to gain more time (such as paramedics and fire-fighters) are at a higher risk of burnout.

➤ **Lack of communication and support from management.**

Manager support offers a psychological buffer against stress. Employees who feel strongly supported by their manager are 70% less likely to experience burnout symptoms on a regular basis.

➤ **Lack of role clarity.**

Only 60% of workers know what is expected of them. When expectations are like moving targets, employees may become exhausted simply by trying to figure out what they are supposed to be doing.

➤ **Unmanageable workload.**

When the workload feels unmanageable, even the most optimistic employees will feel hopeless. Feeling overwhelmed can quickly lead to burnout symptoms.

➤ **Unfair treatment.**

Employees who feel they are treated unfairly at work are 2.3 times more likely to experience a high level of burnout. Unfair treatment may include things such as favouritism, unfair compensation, and mistreatment from a co-worker. (Scott, 2022)

Job Satisfaction

Employee satisfaction is a measurement of how happy workers are with their job and working environment. Keeping high morale among workers can be of tremendous benefit to any institution, as happy workers will be more likely to produce more, take fewer days off, and stay loyal to the institution. There are many factors in improving or maintaining high employee satisfaction, which

wise employers would do well to implement.

Job satisfaction is not the same as motivation, though it is clearly linked. Job design aims to enhance job satisfaction and performance; methods include job rotation, job enlargement and job enrichment. Other influences on satisfaction include the management style and culture, employee involvement, empowerment and autonomous work groups, pay, work responsibilities, variety of tasks, promotional opportunities, the work itself and the co-workers.

Job Satisfaction And Its Determinants

Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job; an affective reaction to one's job; and an attitude towards one's job. Job satisfaction is an attitude but points out that, researchers should clearly distinguish the objects of cognitive evaluation which are emotions, beliefs and behaviours.¹ This definition suggests that we form attitudes towards our jobs by taking into account our feelings, our beliefs, and our behaviours.

Work Environment

The productivity of employees is determined by an inordinate level, on the environment in which they work. Work environment involves all the aspects which act and react on the body and mind of an employee. Under organizational psychology, the physical, mental and social environment where employees are working together and their work are to be analyzed for better effectiveness and increase productivity. The major purpose is to generate an environment which ensures the ultimate ease of effort and eliminates all the causes of frustration, anxiety and worry. If the environment is congenial, fatigue, monotony and boredom are minimized and work performance can be maximized. Work has an economic aspect as well as mechanical aspect and it also has psychological aspect. Effective work environment encourages the happier employee with their job that ultimately influences the growth of an organization as well as growth of an economy.¹ The concept of work environment is an actual comprehensive one including the physical, psychological and social aspects that mark up the working condition. Work environment performs to have both positive and negative effects on the psychological and welfare of employees. The work environment can be described as the environment in which people are working. Such as, it is a very wide category that incorporates the physical scenery (e.g. noise, equipment, heat), fundamentals of the job itself (e.g. workload, task, complexity) extensive business features (e.g. culture, history) and even extra business background (e.g. industry setting, workers relation).

However all the aspects of work environment are correspondingly significant or indeed appropriate when job satisfaction is considered, and it also affects the welfare of employees.

1 Joseph W. Weiss, *Business Ethics: A Stakeholder and Issues Management Approach*, Thomson Learning EMEA Ltd., 2002, 478pp.

Job satisfaction is a crucial aspect of an individual's work life, impacting their overall well-being and productivity. It refers to the level of contentment and positive emotions an employee experiences in their job role. When employees are satisfied with their work, they tend to be more engaged, motivated, and committed, which ultimately leads to improved performance and reduced turnover rates for organizations.

Job satisfaction was defined in different ways according to the social contexts, agrees to the fact that it is a multidimensional concept. As stated by Locke (1976), job satisfaction is an emotional situation as a consequence of people's job experience. Moreover, Spector (1985) indicated job satisfaction as an emotional and perceptual response to the specific characteristic of a job. Further, Wagner and Hollenbeck (1992) argued that job satisfaction is a pleasant feeling that comes from the insight that people's job satisfies or allows for the satisfaction of one's outstanding values came from their work. Later, Tukiran (2014) pointed out, satisfaction and commitment is necessary factors in order to improve the teaching and learning process.

According to some of the previously conducted researches (Maslach, Schaufeli and Leiter, 2001; Schaufeli and Enzmann, 1998; Schmidt, Neubach and Heuer, 2007; Taris, 2006; Vousiopoulos, et al., 2019), people who experience burnout often report reduced job satisfaction, cognitive performance impairment, especially fatigue, and physical complaints. Correspondingly, teachers with a high degree of burnout feel dissatisfied at work and experience various physical complaints that ultimately affect their teaching. Additionally, the results were supported by Taris, (2006) which suggested that the higher intrinsic factor of job satisfaction leads to the lower burnout. Accordingly, extrinsic factors of job satisfaction, number of people to teach (overcrowded class), excessive workload, work routines, and the administrative job that goes beyond people ability and capacity.

In the field of teaching, Konert (1997) indicated that teachers who experience job stress also suffers from low personal accomplishment and emotional exhaustion. In another similar study, Tan (2006)

represented that job satisfaction has a negative relationship with emotional exhaustion but a positive relationship with the length of time a person is having a career. At the same time, Lim (2005) pointed out that the degree of teachers' stress in Malaysia was low and there was a significant inverse correlation between job satisfaction and burnout.

Components of Job Satisfaction

- **Work Environment:** A positive and supportive work environment contributes significantly to job satisfaction. Factors such as good relationships with colleagues, a fair and transparent organizational culture, and opportunities for growth and development can all influence an employee's level of satisfaction.
- **Compensation and Benefits:** Fair and competitive pay, along with attractive benefits packages, can enhance job satisfaction. Employees who feel adequately rewarded for their efforts are more likely to be satisfied with their jobs.
- **Job Role and Responsibilities:** Clarity in job roles and responsibilities is essential for job satisfaction. When employees understand their roles and can utilize their skills and strengths, they tend to experience greater satisfaction.
- **Work-Life Balance:** Striking a balance between work and personal life is crucial for job satisfaction. Employers that promote work-life balance initiatives demonstrate a commitment to their employees' well-being, leading to higher job satisfaction.
- **Recognition and Appreciation:** Employees who receive recognition and appreciation for their contributions are more likely to feel valued and satisfied in their jobs. Simple gestures of acknowledgment can have a profound impact on morale.
- **Career Advancement Opportunities:** A clear path for career growth within the organization is essential for job satisfaction. Employees want to see opportunities for advancement and professional development to feel motivated and satisfied with their work.

Types of Job Satisfaction

- Intrinsic Job Satisfaction
- Extrinsic Job Satisfaction

- Social Job Satisfaction (*Job Satisfaction*, 2023)

Significance of the Study

The significance of exploring burnout and its impact on job satisfaction among college teachers lies in its potential to uncover crucial insights into the well-being and productivity of educators. Understanding the interplay between burnout and job satisfaction can inform effective strategies for enhancing faculty support systems, fostering a conducive work environment, and ultimately improving educational outcomes for both teachers and students.

1.2 OBJECTIVES OF THE STUDY

The objective of research project summarizes what is to be achieved by the study. In view of the available literature & importance of the topic, the following objectives were set: -

1. To examine the relationship between the burnout and job satisfaction among college teachers.
2. To examine the difference between the burnout and job satisfaction among male & female college teachers.

1.3 HYPOTHESES OF THE STUDY

1. There will be no significant relationship between burnout and job satisfaction among college teachers.
2. There will be no significant difference between the burnout and job satisfaction among male & female college teachers.

Delimitations of the study

This study is only limited to the college teachers.

This study is also limited to the burnout and job satisfaction aspect of college teachers.

CHAPTER II

REVIEW OF LITERATURE

A literature review is a thorough summary of earlier studies on a subject. The literature review examines scholarly books, journals, and other sources that are pertinent to a particular field of study. This prior research should be listed described, summed up, impartially evaluated, and clarified in the review.

Safari, (2020) conducted a study on the Relationship between Burnout and Job Satisfaction of Iranian EFL Teachers Working in Universities and Schools represented that the type of workplace influences satisfaction regarding the factor “job conditions”. The study was for the first time that Iranian EFL teachers’ burnout and job satisfaction in universities and schools were investigated and the findings showed that by increasing the level of job satisfaction, the perceived burnout decreases, where burnout and job satisfaction presented medium to high negative correlation. Maslach Burnout Inventory questionnaire was applied, which has also been validated by experienced teachers for the Iranian population and the Employee Satisfaction Inventory questionnaire, prepared for the Iranian population, was applied to estimate job satisfaction. Questionnaires were answered completely by 159 teachers, who work at universities and schools in Iran

Yu-Hsia and Mei-Hsian (2019) investigated the relationship between job satisfaction and burnout. The findings indicated that both of the ‘personal burnout’ and ‘external satisfaction’ had the highest mean sub-scale score; there was a statistically significant relationship between job satisfaction and burnout; ‘personal burnout’, ‘work-related burnout’, and the ‘over commitment to work’ were related to the ‘inner satisfaction’ and the ‘external satisfaction’. These results provided guidance and evidence for the requirement to increase job satisfaction in order to decrease burnout.

Wisnu (2019) intended to study the statistical relationship between job satisfaction and burnout. This study found two results: First, emotional exhaustion as one of the sub-scales of burnout had a significant negative effect on job satisfaction. Second, job satisfaction had a significant positive effect on performance.

Torkaman et al. (2017) investigated the statistical relationship between job satisfaction, burnout and job stress among teachers in exceptional schools of Qazvin Province in north-western Iran.

According to the results, there was a direct and significant relationship between job satisfaction and burnout in which Job satisfaction and burnout negatively correlated with the dimensions of stress. It was also revealed that failure to satisfy these teachers' motivational needs over time causes their dissatisfaction with the working process, which result in job burnout and stress. Consequently, interventions to decrease stressors and strengthen the resources to manage teachers' burnout would be an important factor of their job satisfaction.

Atmaca (2017) explored the possible causes of burnout in different schools of Turkey. The results demonstrated that there was a low negative relationship between job satisfaction and burnout. The results also showed a relatively strong positive relationship between emotional exhaustion and depersonalization in addition to the strong positive correlation between the intrinsic and extrinsic job satisfaction levels. Accordingly, some main factors such as self- efficacy, shareholders, physical and social environment of the school were found to have a necessary role in EFL teachers' burnout.

Abdul Raziqa et.al, (2015) in the paper titled "Impact of Working Environment on Job Satisfaction" explains that many businesses fail to understand the importance of working environment for employee job satisfaction and thus face a lot of difficulties during their work. Such organizations are internally weak therefore unable to introduce innovative products into the market to outshine their competitors. Employee is an essential component in the process of achieving the mission and vision of a business. Employees should meet the performance criteria set by the organization ensuring the quality of their work. To meet the standards of organization, employees need a working environment that allows them to work freely without problems that may restrain them from performing up to the level of their full potential. The objective of the article mentioned by the author is to analyze the impact of working environment on employee job satisfaction.

Endang Pitaloka et.al (2014) in the article titled "The effect of work environment, job satisfaction, and organization commitment on OCB of internal auditors" explains about Internal Auditor working in an organization who monitor and evaluates the risks that are being managed, the businesses that are being governed and internal processes that are working. The importance of their role required internal auditor to give their best performance to the needs of Institutions. Telecommunication industry have found difficult to retain good internal auditors. The Institutions

seeks many experienced and qualified internal auditor from a rival Institutions, with an offer of a better salary package. If the Institutions is not able to retain the best talent, it will cause problems in the performance and competitive advantage. This shows the importance of employee's commitment and employee performance. There is need for the organization to come up with strategies to retain employees and improve the Institutions's performance. The purpose of this study is to analyse how the work environment as antecedent cause job satisfaction and organizational commitment of internal auditors, and how job satisfaction, organizational commitment have an impact on organizational citizenship behaviour of internal auditors. About 162 survey questionnaires were distributed by using in person and email. The data were processed using Path Analysis. The results showed that the work environment is antecedent of job satisfaction and organizational commitment of internal auditors. Job satisfaction and organizational commitment significantly affect organizational citizenship behaviour of internal auditors. A favourable work environment leads to job satisfaction and organization commitment. Job satisfaction and organizational commitment encourage internal auditors to show organizational citizenship behaviour in achieving organization goals. This paper could contribute on human resources strategies and policy. The results, however, could not be generalized to all internal auditors in Indonesia telecommunication industry since the study was conducted in Jakarta only. The author also explains that every organization wants to have employees with competence in accordance with the needs of their organization, committed to the organization and have high performance. Therefore all companies compete for the best employees. Companies need to do something to attract potential employees. One of the things that can be done to attract potential employees is to establish a pleasant working environment. If the environment is congenial, fatigue, monotony and boredom are minimized and work performance can be maximized. Work environment is one of the comprehensive concepts because it includes aspects of physical, psychological and social working conditions. The work environment can have a positive or negative effect on psychological and welfare of employees. In organizations with high job demands and high pressures tend to make employee stressed. Stress can have a negative impact on employee productivity and performance for the organization. Difficult working environment would make the employees unhappy and uncomfortable with the organization. Organization seeks to eliminate the negatives of the work environment so that employees are satisfied with their works. Job satisfaction shows how much an employee likes his work; job satisfaction is a sense of comfort

and positive experience that an employee has related to his job. Job satisfaction can affect work behaviour and organization performance. Employees who are satisfied will have high performance thereby improving organizational performance. Creating a supportive work environment is a necessity for organizations who want job satisfaction. Job satisfaction is the key to productivity and employee performance, job satisfaction also explain the behaviour of employees.

E B Faragher et al, (2013) "The relationship between job satisfaction and health: a meta-analysis", a vast number of published studies have suggested a link between job satisfaction levels and health. The sizes of the relationships reported vary widely. Narrative overviews of this relationship have been published, but no systematic meta-analysis review has been conducted. The methodology used is - a systematic review and meta-analysis of 485 studies with a combined sample size of 267 995 individuals was conducted, evaluating the research evidence linking self-report measures of job satisfaction to measures of physical and mental wellbeing. As per the results - The overall correlation combined across all health measures was $r=0.312$ (0.370 after Schmidt-Hunter adjustment). Job satisfaction was most strongly associated with mental/psychological problems; strongest relationships were found for burnout (corrected $r=0.478$), self-esteem($r=0.429$), depression ($r=0.428$), and anxiety($r=0.420$). The correlation with subjective physical illness was more modest ($r=0.287$). The article concludes that correlations in excess of 0.3 are rare in this context. The relationships found suggest that job satisfaction level is an important factor influencing the health of workers. Organizations should include the development of stress management policies to identify and eradicate work practices that cause most job dissatisfaction as part of any exercise aimed at improving employee health. Occupational health clinicians should consider counselling employees diagnosed as having psychological problems to critically evaluate their work—and help them to explore ways of gaining greater satisfaction from this important aspect of their life.

Chouhan et al. 2013, states that Job Satisfaction is regard to one's feeling or state of mind regarding the nature of their work. Job satisfaction can be influenced by variety of factors such as kind of supervision, organization policies and administration, salary and quality of life etc. For decades, job satisfaction has been one of the most extensively researched concepts in work and organizational psychology. Job satisfaction is believed to reflect an individual's affective and/or cognitive assessment of his other working conditions and job attributes.

Vroom (2012) Job satisfaction is an orientation of emotions that employees possess towards role they are performing at the work place. Job Satisfaction is the essential component for employee motivation and encouragement towards better performance. Many people has defined job satisfaction over the years as the integrated set of psychological, physiological and environmental conditions that encourage employees to admit that they are satisfied or happy with their jobs. Further, the role of employees at workplace is emphasized as there is an influence of various elements on an employee within the organization. Clark argue that if employees are not satisfied with the task assigned to them, they are not certain about factors such as their rights, working conditions are unsafe, co-workers are not cooperative, supervisor is not giving them respect and they are not considered in the decision making process; resulting them to feel separate from the organization. Furthermore, he highlighted that in current times, firms cannot afford dissatisfied employees as they will not perform up to the standards or the expectations of their supervisor, they will be fired, resulting firms to bear additional costs for recruiting new staff. So, it is beneficial for firms to provide flexible working environment to employees where they feel their opinions are valued and they are a part of the organization. Employee morale should be high as it will be reflected in their performance because with low morale, they will make lesser efforts to improve.

Azlina and Noryati (2012) represented the low level of job satisfaction and job stress at a moderate level. Their findings were consistent with the research conducted by Norul Azlin (2005) who investigated the degree of stress up to one-hundred and twenty teachers who teach inexam classes in ten primary schools which showed that the overall degree of stress at a low level. As result, the review of the literature indicated that there was a negative association between job satisfaction and burnout among teachers.

Katoch (2012) undertaken a study to identify the factors which impact the level of satisfaction of college teachers in Jammu & Kashmir. The data used in this paper is primary in nature and collected through personal interviews in the form of questionnaire from a sample of 98 college teachers selected from the five Government Colleges of Jammu. Two types of statistical tools are used in the present study for analysis 1) percentage analysis 2) chisquare analysis. Research shows that female college teachers are more satisfied with their job than male teachers and income per annum is an important factor impacting the level of job satisfaction

Arumugasamy (2012) aimed to investigate the intrinsic factors science teachers perceive important

for motivating them to teach and how their perceptions are affected by their gender, marital status, grade level taught, teaching experiences and geographical location of work place. The sample for the study consisted of 351 (109 male and 242 female) science teachers. Five percent of sample teachers were interviewed. A new instrument consisting of 27 items covering three scales (enjoyment, satisfaction and self-actualization) was developed. The factor analysis, discriminant validity, alpha reliability and eta² analysis supported that the 24 item intrinsic motivation instrument was valid and reliable. All the teachers considered the intrinsic variables to be "important" and "very important". They perceived enjoyment as the most important factor affecting their motivation to teach science. During interview the majority of teachers ranked enjoyment as one of the three most important factors influencing motivation to teach. The female teachers regarded enjoyment and satisfaction factors as more important factors affecting motivation to teach science than the male teachers. The teachers teaching only at one level (lower or upper secondary) perceived enjoyment variables as more important than those teachers who teach at both lower and upper secondary levels. The teachers' perceptions of importance the intrinsic variables were not affected by marital status, nationality, grade levels taught and geographical location of their workplace.

Latif, Sohail and Shahbaz (2011) conducted a study on job satisfaction among public and private college teachers of district Faisalabad, Pakistan. The results revealed that there were significant differences in job satisfaction in public and private college teachers. Public college teachers are more satisfied with six components (viz. educational qualification, nature of work, pay, job security, promotional opportunities and family & work life balance) of job satisfaction.

Ahmad & Malik (2011) studied the satisfaction level of secondary school teachers in Pakistan. Two-hundred secondary school teachers were selected through stratified proportionate random sampling technique as the sample of the study. A questionnaire consisting of seventeen questions was developed by the researchers. Data analysis was done by using SPSS version 15. Mean and t-test were used for this purpose. It was concluded that the teachers are not satisfied with their salaries, grades and promotion procedure but they feel satisfied with the job security and are satisfied that they have adopted a noble profession.

Jude (2011) examined the interactive and relative effect of emotional intelligence and locus of control on burnout among secondary school teachers. The ex-post facto research design was

adopted for this study. Stratified random sampling technique was employed in selecting in 300 teachers from 10 secondary schools who served as the sample of the study. Data were collected through three instruments namely Emotional Intelligence, Locus of Control and Teacher Burnout Scales. Three hypotheses were tested at 0.05 level of confidence. Multiple regression analysis was used to test the hypotheses. The results indicated that the emotional intelligence and locus of control when taken as a whole significantly predict burnout. The relative contributions of each variable revealed that both emotional intelligence and locus of control significantly predicts burnout among secondary school teachers.

Deshwal (2011) investigated the levels of job satisfaction among engineering faculty members in the engineering colleges of technical universities in Uttar Pradesh and to examine the effects of the dimensions of the job on levels of satisfaction among them. This study also gives suggestions to maintain or improve faculty members' job satisfaction level. A questionnaire-based study was conducted on engineering faculty members working in the engineering colleges of technical universities in Uttar Pradesh. A sample of 360 engineering faculty members was drawn from this population. The collected data were entered in SPSS 16 and were analyzed using descriptive statistical methods Mean and Standard Deviation. The job satisfaction levels of the engineering faculty members were found to be moderately high.

Khan (2010) investigated the level of job satisfaction among secondary school teachers in relation to their emotional intelligence. The study was carried out on a sample of 50 secondary school teachers of Aurangabad city. The data was collected through DJSS (Job Satisfaction Scale by Dr. Mrs. Meera Dixit, Lucknow) and EIS (Emotional Intelligence Scale by Anukool Hyde, Sanjyot Pethe and Upinder Dhar) coefficient of correlation by Karl Pearson product moment was found. The result reveals very strange picture that there is a negative and moderate relationship between job satisfaction and emotional intelligence.

Skaalvik and Skaalvik (2010) conducted a study on teachers self efficacy and burnout. The study was partly to test the factor structure of recently developed Norwegian Scale for measuring teacher self efficacy and partly to explore relations between teachers' perception of the school context, teacher self efficacy, collective teacher efficacy, teacher burnout and teacher job satisfaction, and teachers' beliefs that factors external to teaching puts limitations to what to they can accomplish. Participants were 2249 Norwegian teachers in elementary school and middle

school. The data were analyzed by mean of structural equation modeling using the AMOS 7 program. Teacher self efficacy, collective efficacy and two dimensions of burnout were differentially related to both to school context variables and to teacher job satisfaction.

Demirel et al. (2009) examined the burnout in a sample of Turkish high school teachers to test the hypothesis that Turkish teachers suffer from burnout more than the teachers in developed countries. There was insignificant negative correlation ($p= 0.08$) between the depersonalization and personal accomplishment in the group of female teachers. Drinking, smoking and marital status had no effect on burnout in this study sample ($p>0.05$). Less experienced Turkish teachers reported higher scores on depersonalization($p=0.001$). It was concluded that Turkish teachers suffer from burnout less than of the developed countries.

Patricia (2009) studied the burnout of teachers in the public schools affecting the quality of education the students were getting. The hypothesis of this study was that there was a negative correlation between creativity and the intensity of the symptoms of burnout in teachers. There were no correlation found between creativity and burnout's dimensions (emotional exhaustion, depersonalization and personal accomplishment). However, there was a negative correlation between years of experience and depersonalization one of the component of burnout ($r=-0.496$, $p< 0.05$).

Shukla & Trivedi (2009) concluded that burnout worker tends to withdraw emotionally from the demands of the job. Burnout reflected in emotional exhaustion and apathy, physical fatigue, lack of energy, psychosomatic illness, increased alcohol and drug consumption, cynicism, inappropriate anger, depression and lack of personal achievements.

Alzaidi (2008) conducted a study to identify the factors which might affect secondary school head teachers' job satisfaction in the city of Jeddah, Saudi Arabia. This study adopts a sequential exploratory strategy based on a mixed methods approach. The qualitative data generated identified the factors leading to job satisfaction and dissatisfaction. The factors fall into eight major themes: relationship with the educational administration, head teachers' practices, the school environment, relationships with students and parents, head teachers' authority, relationship with educational supervision and relationships with teachers. The quantitative data reveal that factors causing dissatisfaction are: lack of authority to transfer underperforming teachers, lack of finance and manpower for the cleaning of school buildings, lack of financial resources to improve school

buildings, salary, poor revenue from school meals as a financial resource, and lack of financial reward. To explore the relationship between job satisfaction and the selected variables, a Kruskal-Wallis (non parametric statistical test) revealed significant differences between job satisfaction in terms of morale, relationship with the educational administration, the school environment, head teachers' authority and overall job satisfaction according to educational supervision centers. In addition, a Kruskal-Wallis test revealed significant differences between job satisfactions in head teachers' practices according to completion of the head teachers' training programme. However, there were no significant differences between job satisfaction related to experience, student numbers, head teachers' qualification, age and school building type. The paper identifies that the highly centralized educational system in Saudi Arabia and the lack of autonomy are factors that affect job satisfaction.

Anbar and Eker (2008) conducted a study to find the association between job satisfaction and burnout of academics in Turkey. Their findings were in line with the results of Lim's study, in which they found a negative association between job satisfaction and burnout.

Bevis (2008) investigated the correlation between teacher burnout, locus of control and job satisfaction. Surveys were sent to 102 teachers who taught Kindergarten through 12' grade in two school districts in Southeastern Ohio. Of the 53 survey that were returned, 28% of teachers demonstrated burnout, 40% were dissatisfied with their jobs, and 20% had an external locus of control. There was a moderate correlation between Rotter IE Scale, which measures locus of control and Teacher Burnout Scale. There was no significant relationship between the Rotter IE Scale and the Teacher Job satisfaction Questionnaire.

Chenevey, Ewing and Whittengton (2008) conducted a study to describe the occurrence of burnout and the level at which burnout exists among agriculture education teachers in Ohio. This study was also designed to consider the relationship between job satisfaction, occupational stress, personal strain, personal coping resources and burnout among agriculture education teachers. A random sample (n=388) of the population (n=628) received a mailed questionnaire (37% response, n=145). Teachers were described predominantly as married, white males with one to two children and less than 10 years of experience in their present positions. The majority of agriculture education teachers in the study possessed high levels of job satisfaction, low levels of occupational stress and personal strain, and high levels of personal coping resources. However, teachers in the

study teachers indicated a moderate level of frequency of burnout and a moderate to high level of intensity of burnout. No significant relationships were found between demographic characteristics and burnout, or between organizational factors and burnout.

George et al. (2008) conducted an explorative study on the role of extrinsic and intrinsic factors in determining job satisfaction among urban secondary school teachers in Namibia. Biographic variables pertaining to the teachers' gender, age, marital status, school resources, teaching experience, academic qualifications, and rank were investigated to determine these had any significant relevance, or made any notable contribution, to the level of job satisfaction experienced. Also, the correlation between burnout and job satisfaction was investigated to determine the extent to which these two factors are related. A sample of 337 secondary school teachers randomly selected from 17 government schools, in the Windhoek region of Namibia, voluntarily participated in the study. Results showed significant levels of dissatisfaction pertaining to intrinsic factors of work and, more especially, those factors relating to school area and rank. A significant correlation between levels of burnout and job satisfaction was found, particularly in respect of emotional exhaustion and depersonalization, which were shown to correlate with low levels of job satisfaction.

Sonmezer and Eryaman (2008) aimed to determine whether differences existed between Job satisfaction levels of public school teachers and of teachers who transferred to private schools from public schools due to retirement or resignation. The researchers also attempted to find out the causes of these differences, if any. Quantitative Survey method employed in the study indicated that differences did exist between the job satisfaction levels of the two categories of teachers. The main factors that caused differences were salary, social ranking, reputation, independence, ability utilization, job security and administrator- employee relationship.

Nazir (2008) investigated the level of job burnout among 300 university teachers including lecturers, readers and professors. The results indicated that lecturers have high level of emotional exhaustion and they significantly differ in comparison to professors and readers. Readers show low level of emotional exhaustion as compared to lecturers but high emotional exhaustion as compared to professors. Readers are not found to be significant difference in comparison to professors. The three groups are not found to be significantly different on depersonalization and personal accomplishment.

Khan and Srivastava (2008) conducted a study on teacher burnout and mental health. The purpose of this study was to know the impact of mental health on the level of burnout of the teachers teaching at different educational levels. Six hundred and eighty teachers were randomly selected from different educational institutions and were administered Mental Health Status Inventory in order to categorize them into different levels of mental health. After this categorization they were administered burnout scale to investigate the functional relationship between these two variables of psychological and educational importance i.e. burnout and mental health. It was found that teachers with low mental health are more prone to burnout than the teachers of average and high mental health.

Filiz (2006) examined the relationship between burnout and job satisfaction of academics along with other related factors. The study group comprised 194 academics. The results demonstrated that the most important variable that predicts emotional exhaustion, depersonalization and personal accomplishment is intrinsic job satisfaction. It was found that the status of academics is capable of predicting not only emotional exhaustion but also personal accomplishment. In addition female gender was found to be an important predictor of lower level depersonalization; and extrinsic satisfaction in lower personal accomplishment. No significant relationship was found with marital status, seniority and being abroad for academics purpose

Dhingra (2006) conducted a study on randomly selected sample of 100 teachers from different government and private schools of Patiala district to study the effect of organization climate on job satisfaction of secondary school teacher. It found that there is no significant difference in job satisfaction of government and private secondary school teachers. Further difference between job satisfactions in relation to their organizational climate of secondary school teachers found to be significant.

Sharma & Jyoti (2006) attempted to discover empirically the nature of relationships between job satisfaction and different factors, as well as independent aspects of job satisfaction. The sample comprised 120 school teachers working in government and private schools in Jammu city. The questionnaire covered six aspects of the job: principal's behavior, society and colleagues' behavior, work itself, pay and rewards, growth opportunities and recognition, and students' behavior and others. The analysis revealed that each of these aspects played a role in job satisfaction. The degree of job satisfaction secured by teachers is not high and the reason lies in insufficient pay. Secondary

level teachers are more satisfied than primary level teachers. Contrary to expectation, private school teachers are more satisfied than government school teachers despite the poor pay package, due to the congenial atmosphere in the private schools. Female teachers are more satisfied due to the nature of the job and the socio-cultural value of the profession. The level of education inversely affects the pay satisfaction of the employees working at the same level. Satisfaction with teaching as a career, not merely as a job, is an important policy issue since it is associated with teacher effectiveness, which ultimately affects student achievement.

Schwab & Iwanicki (2006) examined the relationship of role conflict and role ambiguity to teacher burnout. Three aspects of burnout were examined: feeling of emotional exhaustion, depersonalization, negative attitude toward students and feelings of a lack of personal accomplishment. Two of the more important findings were: (i) role conflict and role ambiguity explained a statistically significant amount of variance in feeling of emotional exhaustion and depersonalization and (i) role conflict and role ambiguity differed in their relationships to the three aspects of burnout.

Nikolaos Tsigilis et al. (2006) examined perceived level of burnout and job satisfaction of Greek early educators across public and private sector. One hundred and seventy eight child-hood educators participated in study, 108 working in the public sector, 67 in private sector, where as three did not respond. Participant were administered the employees satisfaction inventory (Koustellos and Bagiatas, 1997) and emotional exhaustion subscale of the Maslach Burnout Inventory. Results showed that early educators experienced moderate levels of emotional exhaustion. Public sector early educators were more satisfied from the job itself and their immediate supervisor than their counterparts in the private sector. Regression analysis showed that job satisfaction facets which contributed to early educator's burnout varied as function of their work place. In particular satisfaction from the nature of job and working conditions negatively contributed to the prediction of public sector early educator's emotional exhaustion levels. On other hand, increased level of satisfaction from the nature of the job and immediate supervisor were associated with reduced private sector early educator's emotional exhaustion levels.

Koustelios and Tsigilis (2005) examined the multivariate relationship between job satisfaction and burnout, experienced by Greek physical education teachers. The sample consisted of 175 physical education teachers from primary and secondary education. The Maslach Burnout Inventory and

Employees Satisfaction Inventory (Koustelios and Bagiatis, 1997) used to assess burnout and job satisfaction respectively. Canonical correlation analysis revealed a negative multivariate relationship between the two construct (r_c 0.61). canonical loading indicate that job satisfaction is primarily affected by 'job itself' followed by 'supervision' and 'working conditions' where as burnout is affected by personal accomplishment and emotional exhaustion intrinsic aspect of job satisfaction seemed to correlate stronger to burnout than the extrinsic.

Kumar (2004) carried out a study on stress of teachers in relation to job satisfaction and certain personality characteristics. The findings of the study revealed that teacher with less job satisfaction are more prone to perceived stress than those with average or high job satisfaction. A teacher with favorable personality characteristics experiences less stress than those with less favorable personality characteristics.

Noll (2004) examined the job satisfaction and factors, which affect job satisfaction of teachers. It was found that school culture, teacher's relationship with administration, working conditions and motivation were the factors, which had a significant relationship with job satisfaction among school teachers.

Bosley (2004) examined the organizational sources and levels of burnout and job satisfaction of a large scale agribusiness ($n=300$) by administering the Maslach Burnout Inventory (General Survey), the Hoppock Job Satisfaction Blank, the areas of work life survey, and demographic questions. This study provided normative sample data for the agribusiness sector, found a good degree of fit between the agribusiness sample data and existing industry norms, and determined the relationship between burnout and job satisfaction for the agribusiness sector followed known pattern of other industries.

Castillo and Cano (2004) categorized job satisfaction into two types: general satisfaction and specific satisfaction. General satisfaction is the overall and comprehensive satisfaction that is defined as an overall assessment of a people's perception of their work. Specific satisfaction has been defined as an assessment of different aspects of the work. Some of the examples related to these aspects consist of monetary benefits, working conditions, and relationships with colleagues and superiors, and the nature of the work itself (Petty, Brewer, and Brown, 2005; Vousiopoulos, et al., 2019).

Shafeeq (2003) carried out a study on low and high salaried group teachers teaching visually

impaired in relation to their adjustment and job satisfaction. The finding of the study indicated that salary does not have any significant effect on adjustment of the teachers teaching the visually disabled. As well as salary does not play a vital role in their magnitude of satisfaction.

Proctor and Stedman (2003) examined whether school psychologists who serve a single school (in house group) differed from school psychologist who serve several school concurrently (traditional group) in the three areas of job satisfaction, burnout and effectiveness as perceived by the school psychologist. A total of 63 school psychology practitioners were surveyed using 28 item questionnaire developed specially for this study that yielded scores for job satisfaction, burnout and perceived effectiveness. Results of multivariate analysis of variance (MANOVA) indicated that the in house group reported higher rates of satisfaction and perceived effectiveness and lower rates of burnout than traditional group.

Rao and Sridhar (2003) attempted to identify the importance of job satisfaction in the life and career of teachers. The sample consisted of 80 teachers working in secondary schools in Guntur district of Andhra Pradesh. A number of variables such as age, sex, experience, qualification, teaching subjects, location of the school and type of management were examined in relation to the job satisfaction of teachers. The Job Satisfaction Scale developed by Pramod Kumar and D.N.Mutha was used to measure the job satisfaction. The results indicated at the good job satisfaction among the sample teachers. No significant influence of age, experience, qualifications and teaching subjects was found on the job satisfaction of teachers. Job satisfaction of teachers was found to be independent of sex, location of school (urban/ rural) and the type of management (govt. /pvt.) also.

Ahmed, Raheem and Jamal (2003) studied the job satisfaction of 236 teachers in senior secondary schools. Female teachers enjoyed greater satisfaction than their male counterparts did. Married teachers showed more job satisfaction than unmarried teachers did. Teachers who were teaching in government schools showed greater job satisfaction than teachers teaching in private schools. There was no significant change in the job satisfaction due to change in the level of independent variables like sex, marital status and types of schools.

Bogler (2002) attempted to separate predictors of both high job satisfaction low job satisfaction in teaching. In particular the author focused on demographic variables and principal leadership style. The subjects, 745 teachers in Israel, were asked to complete a questionnaire that addressed both

perception of the teachers of their principal's leadership style and perception of their own job satisfaction. First the job satisfaction area of the questionnaire was scored, and only respondents scoring at the extreme were included in further analysis. A total of 222 surveys were analyzed further. Some demographic variables were found to be significantly related to job satisfaction. Gender, religion, size of school and level of school were all found to have significant effect on job satisfaction. Specifically males were more satisfied than females, Jewish were less satisfied than other religions, small schools were more satisfied than large and lower levels (elementary) were more satisfied than higher (high schools). Age of the teacher and degree of education were not found to be statically significant in regards to job satisfaction. The researcher explain the gender and religion variable as being an effect the specific population tested due to skewed numbers of females verses males and of Jewish teachers verses other religions. The teachers' perception of principal leadership was also found to have a significant impact on job satisfaction with teacher having a higher level of job satisfaction when they perceived their principals as positive leader.

Mehrotra (2002) in her study investigated the relationship between job satisfaction of teachers and leadership styles of principles, job satisfaction and organizational climate of the schools and also compare the job satisfaction of teachers of govt. and private schools of Delhi. The sample consisted of 1120 teachers from 28 govt. and 28 private senior secondary schools of Delhi. The job satisfaction scale developed by the investigator herself was used. The results showed significant difference in the job satisfaction of govt. and private school teachers in favour of teachers teaching in govt. schools. The difference was found to be significant in four dimensions of job satisfaction namely, pay, work itself, promotion and supervision. But work group and working conditions revealed no significant difference between the two types of schools.

Mertler (2002) examined the extent to which motivation levels of teachers, school organizational factors and demographic variables affect job satisfaction. Subjects were 710 middle and high school teachers from all over the world. The motivation and job satisfaction survey were posted on internet and participants were led through the procedure at their own interest and leisure. Some of the variables that were studied include; gender, ethnicity, age, year of teaching experience and geographic setting. In regards to motivation, there were no significant finding between motivation and any of these factors studied. In reference to job satisfaction gender, ethnicity, and different school setting were not significant. The age of teacher and years of teaching experience were statically significant. Both age and years of experience showed younger, less experienced teachers

as having significantly higher rates of job satisfaction than older, more experienced teachers.

Dierendonck, Schaufeli & Buunk (2001) examined the relation among the three dimensions of burnout as measured by Maslach Burnout Inventory. For the purpose causal model of burnout were examined. The data used from five earlier published studies. The burnout models were that of Leiter & Maslach's (DP-EE-PA), Golenbieski's (DP-EE-PA) and third one was an alternative model (reduce PA- DP- EE). Results showed that the alternative model is superior one and that reduce personal accomplishment might be a starting point of the burnout process.

Maslach, Schaufeli, and Leiter (2001) mentioned that burnout is a prolonged response to chronic emotional and interpersonal stressors on the job, and is defined by the three dimensions of exhaustion, cynicism, and inefficacy. The past 25 years of research has established the complexity of the construct, and places the individual stress experience within a larger organizational context of people's relation to their work. Recently, the work on burnout has expanded internationally and has led to new conceptual models. The focus on engagement, the positive antithesis of burnout, promises to yield new perspectives on interventions to alleviate burnout. The social focus of burnout, the solid research basis concerning the syndrome, and its specific ties to the work domain make a distinct and valuable contribution to people's health and well-being

Pandey and Tripathi (2001) examined the level of perceived occupational stress and burnout in engineering college teachers. The finding revealed that various job stressors correlated positively with the emotional exhaustion and depersonalization component of burnout and negatively with the personal accomplishment component. Role ambiguity and unreasonable group and political pressure were found to be the two best predictors of various components of burnout. Strenuous working condition and intrinsic impoverishment emerged as the third best predictor of emotional exhaustion and personal accomplishment respectively. Over all the finding suggested that teaching is stressful occupation and teacher are at the risk for developing burnout syndrome and subjectively defined job stressors such as role ambiguity, unreasonable group pressure may play an important role in it.

Oshagbemi (2000) conducted a study to investigate the effects of gender on the job satisfaction of UK teachers. A questionnaire including several demographic questions such as gender, rank and age was administered to 1,102 university teachers. A total of 554 responses was received and analyzed. The results indicated that gender did not affect the job satisfaction of university teachers

directly. However, the interaction effect of gender and rank was found to be significant. Overall, female academics at higher ranks namely, senior lecturers, readers and professors, were satisfied with their jobs than male academics of comparable ranks.

Higgins (1987) stated that if teachers feel important, and valuable, they will experience job satisfaction as a teacher because they are successful in their job and the consequences are excellent. Higgins also pointed out; achieving job satisfaction puts a person into a balanced state or a state of actual ideal self-gap absence. All in all, job satisfaction is people like or dislike towards their job and the degree to which their expectations regarding job have been realized.

CHAPTER III

RESEARCH

METHODOLOGY

3.1 INTRODUCTION

Research Methodology is a systematic way to solve a problem. It is a science of studying how research is to be carried out. Essentially, the procedure by which researchers go about their work of describing, explaining and predicting phenomenon is called research methodology. Its aim is to give the work plan of research a logical direction. It is necessary for the research undertaken but also methodology.

POPULATION AND SAMPLE OF THE STUDY

SAMPLE

Sampling is the soul of scientific study. A good sample minimizes the error of estimation, is less time consuming, and economical in terms of time and money. The size of sample varies from study to study, methods and nature of population. In the present study, keeping in view the limitation of time the researcher has to be contented within the limited samples. The investigator randomly selected 80 college teachers including both male and female from the colleges of Jammu University in Jammu District.

SAMPLING TECHNIQUE

In the present study the investigator used 'Purposive Sampling Technique' for data Collection.

Variables

On the basis of above illuminations and nature of problem following independent variables and dependent variables were selected in present study

A) DEPENDENT

- Job Satisfaction

B) Independent

- Gender (Male and Female)
- Burnout

RESEARCH TOOLS USED AND ITS DESCRIPTION

The selection of suitable tools is of vital importance for successful research. Different tools are suitable for collecting different kinds of information for various purposes. Selection of tools for

data collection depends upon the nature of problem undertaken. For the present investigation the investigator has used the following tools of research: -

- Maslach-Burnout Inventory.:- It has three dimension
 - Section A:- Burnout, it include seven questions
 - Section B:- De Personalization, it include seven questions
 - Section C:- Personal Achievement, it include eight questions
- Job Satisfaction Scale by Dr. Amar Singh & Dr. T.R. Sharma
 - It include thirty questions

STATISTICAL TECHNIQUES EMPLOYED

In order to analyse the data, the investigator used the following statistical technique:

1. Mean
2. Standard deviation
3. t-test
4. Pearson's Product Moment Correlation (r)

CHAPTER-IV:-

DATA ANALYSIS & INTERPRETATION

This chapter presents the analysis and interpretation of the data collected, integral to addressing the research questions and hypotheses set forth in this study. The data, both quantitative and qualitative, has been systematically processed and analyzed using appropriate statistical and thematic techniques. The results are presented in a structured manner, highlighting key patterns, relationships, and trends that emerged from the analysis.

Table 1 Demographic profile of the respondents

S.No.	Demographic Characteristics		Percentage (%)	Total
1.	Gender	Female	76.3%	61
		Male	23.8%	19
2.	Age	20-30	30.0%	24
		30-40	41.3%	33
		40-50	20.0%	16
		50-60	8.0%	7
3.	Type of Institution	Government	26.3%	21
		Private	73.8%	59

Note: N=80.

The demographic profile of the respondents, as presented in Table 1, offers a detailed overview of the sample characteristics, focusing on college teachers' gender, age, and type of institution. The sample size consists of 80 college teachers, with a significant majority being female (76.3%, n=61), while males represent 23.8% (n=19). This gender distribution suggests a higher representation of female teachers in the study or possibly within the population of college teachers from which the sample was drawn.

Regarding age, the largest group of respondents falls within the 30-40 age bracket, comprising 41.3% (n=33) of the sample. This is followed by the 20-30 age group, which accounts for 30.0%

(n=24). The 40-50 age group represents 20.0% (n=16) of the respondents, and the smallest age group is those aged 50-60, comprising 8.0% (n=7). This distribution indicates a predominant representation of middle-aged college teachers, with fewer participants from the older age group.

In terms of the type of institution, a substantial majority of the respondents are from private institutions (73.8%, n=59), while those from government institutions constitute 26.3% (n=21). This suggests that the study sample is heavily skewed towards teachers associated with private colleges, potentially reflecting the larger number or availability of such institutions in the study's context. Following figures depict the same:

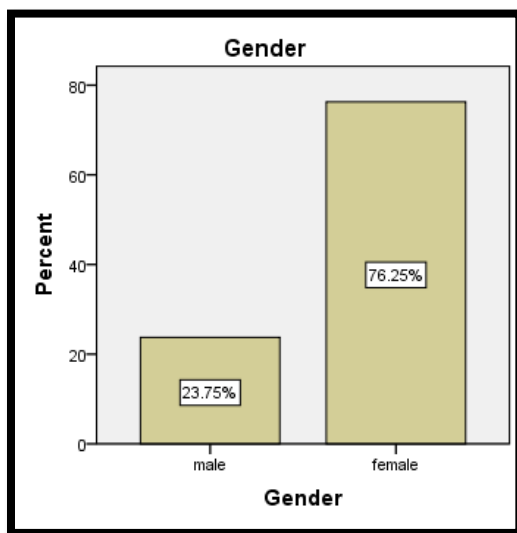


Figure 1 Distribution of Gender

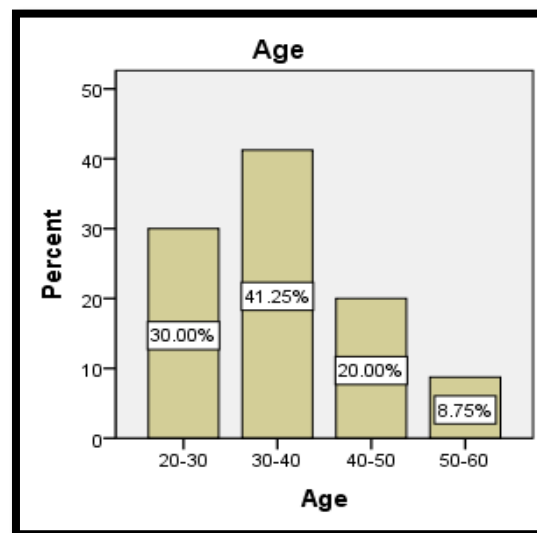


Figure 2 Distribution of Age

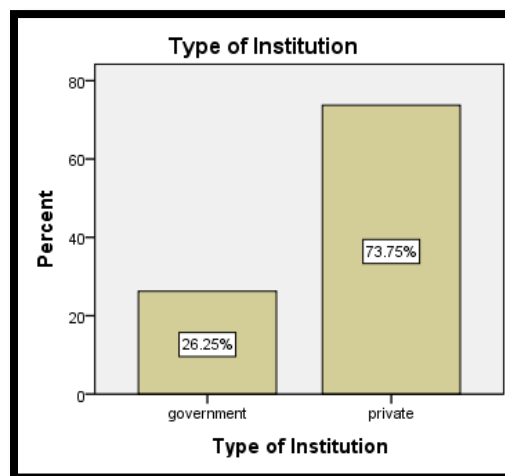


Figure 3 Distribution of Institution

Table 2 Correlation Analysis

		Burnout	Depersonalization	Personal Achievement	Job Satisfaction
Burnout	Pearson Correlation	1	.676**	-.089	-.270
	Sig. (2-tailed)		.000	.432	.016
Depersonalization	Pearson Correlation	.676**	1	-.228*	-.081
	Sig. (2-tailed)	.000		.042	.474
Personal Achievement	Pearson Correlation	-.089	-.228*	1	-.063
	Sig. (2-tailed)	.432	.042		.581
Job Satisfaction	Pearson Correlation	-.270	-.081	-.063	1
	Sig. (2-tailed)	.016	.474	.581	
N=80					

**Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed)

The correlation analysis between burnout, depersonalization, personal achievement, and job satisfaction, as presented in the table 2, reveals significant relationships among these variables. Burnout shows a strong positive correlation with depersonalization ($r = .676$, $p < .01$), indicating that as burnout levels increase among the college teachers, there is a corresponding increase in depersonalization. This suggests that teachers experiencing higher levels of emotional exhaustion and stress are more likely to develop an impersonal and detached attitude toward their work and students.

On the other hand, burnout has a negative but weak correlation with personal achievement ($r = -.089$, $p = .432$), though this relationship is not statistically significant. This implies that burnout is not strongly associated with a sense of reduced personal accomplishment among the teachers.

However, burnout does exhibit a significant negative correlation with job satisfaction ($r = -.270$, $p < .05$), indicating that higher levels of burnout are associated with lower job satisfaction.

Depersonalization also shows a significant negative correlation with personal achievement ($r = -.228$, $p < .05$), suggesting that teachers who experience higher levels of depersonalization tend to feel less accomplished in their professional roles. However, the correlation between depersonalization and job satisfaction is weak and not statistically significant ($r = -.081$, $p = .474$), indicating that the level of depersonalization may not be strongly linked to overall job satisfaction.

Lastly, the correlations between personal achievement and job satisfaction ($r = -.063$, $p = .581$) are weak and non-significant, suggesting that within this sample, personal achievement is not a strong predictor of job satisfaction. These findings highlight the complex interplay between burnout, depersonalization, personal achievement, and job satisfaction among college teachers, with burnout and depersonalization emerging as key factors influencing both personal accomplishment and job satisfaction.

Table 3 Mean, S.D & Results of Independent t-test

VARIABLE	MEAN		SD		t-test	P-Value
	Male	Female	Male	Female		
Job satisfaction	72.32	71.61	20.19	14.28	.170	.069
Burnout	10.47	10.23	4.64	6.53	.151	.212
Depersonalization	7.00	6.97	5.92	6.41	.020	.444
Personal Achievement	41.26	39.56	5.53	11.15	.640	.038

$P > .05$

To test the hypothesis that male and female differ significantly on burnout, depersonalization, personal achievement and job satisfaction an independent t-test was performed. As can be seen in table 3, there was no statistical significant difference between both the genders on job satisfaction with t-value being .069 ($p > .05$), no statistical significant difference on burnout and depersonalization with t-value being .212 & .444 ($p > .05$). Although it was found that on personal achievement dimension of burnout there was seen a significant difference between male

and female with t-value being .038 ($p < .05$). These findings suggest that, while gender does not significantly impact job satisfaction, burnout, or depersonalization among college teachers, it does play a role in personal achievement.

CHAPTER- V

SUMMARY, RECOMMENDATION AND CONCLUSION

INTRODUCTION

This chapter presents a comprehensive summary of the study, outlines the conclusions drawn from the research findings, and offers recommendations for future research and practice. The study aimed to explore Burnout and its impact on Job satisfaction among college teachers. This study provides valuable insights into the factors affecting college teachers' burnout, depersonalization, personal achievement, and job satisfaction. Key conclusions drawn from the data include:

- **Burnout and Depersonalization:** High levels of burnout are strongly associated with increased depersonalization and decreased job satisfaction, highlighting the need for effective burnout management strategies.
- **Gender and Personal Achievement:** While gender does not significantly impact burnout or job satisfaction, it does influence personal achievement, indicating potential areas for targeted interventions.
- **Institutional Focus:** The predominance of private institution teachers in the sample suggests that findings may be particularly relevant for private colleges, though implications can extend to other types of institutions.

Addressing the issues identified in this study through targeted interventions and continued research will contribute to improving the well-being and job satisfaction of college teachers, ultimately benefiting both educators and their institutions.

Demographic Profile

The demographic analysis of the respondents, comprising 80 college teachers, reveals:

- **Gender Distribution:** A majority of the respondents are female (76.3%), with males representing 23.8%.

- **Age Distribution:** The predominant age group is 30-40 years (41.3%), followed by 20-30 years (30.0%). Older age groups (40-50 and 50-60) represent smaller portions of the sample.
- **Type of Institution:** A significant majority of the respondents are affiliated with private institutions (73.8%), compared to those from government institutions (26.3%).

Correlation Analysis

Key correlations among burnout, depersonalization, personal achievement, and job satisfaction are:

- **Burnout and Depersonalization:** Strong positive correlation ($r = .676$, $p < .01$), indicating that higher burnout is associated with increased depersonalization.
- **Burnout and Job Satisfaction:** Significant negative correlation ($r = -.270$, $p < .05$), suggesting that higher burnout is related to lower job satisfaction.
- **Depersonalization and Personal Achievement:** Significant negative correlation ($r = -.228$, $p < .05$), indicating that higher depersonalization correlates with lower personal achievement.
- **Other Correlations:** Weak or non-significant correlations between personal achievement and job satisfaction, and between depersonalization and job satisfaction.

Gender Differences

The independent t-test results indicate:

- **Job Satisfaction, Burnout, Depersonalization:** No significant differences between male and female respondents.
- **Personal Achievement:** Significant difference ($t = .038$, $p < .05$), with gender impacting this dimension of burnout.

Recommendations

Based on the findings, the following recommendations are proposed:

For Institutional Policy and Practice

- **Address Burnout and Depersonalization:** Institutions should implement support systems to manage and mitigate burnout and depersonalization. Strategies may include providing access to mental health resources, stress management workshops, and promoting a supportive work environment.
- **Enhance Job Satisfaction:** Initiatives to increase job satisfaction should focus on improving work conditions, recognizing and rewarding achievements, and fostering a positive organizational culture.
- **Support Middle-Aged Teachers:** Given the predominance of the 30-40 age group, tailored support mechanisms should be developed to address the specific needs and challenges faced by middle-aged teachers.

For Gender-Specific Interventions

- **Personal Achievement Programs:** Given the significant gender difference in personal achievement, institutions should create programs aimed at enhancing personal achievement, particularly addressing any gender-related disparities.

For Future Research

- **Longitudinal Studies:** Conduct longitudinal research to track changes over time in burnout, depersonalization, and job satisfaction among college teachers.
- **Broader Samples:** Expand the sample to include a more balanced representation of genders and institutions, including both private and government colleges, to generalize findings more broadly.
- **Investigate Other Variables:** Explore additional factors that may influence burnout and job satisfaction, such as workload, administrative support, and work-life balance.

LIMITATIONS

1. This study was restricted to Jammu District only.
2. This study is limited only to College teachers only.
3. This study is limited only to 80 teachers.

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APPENDIX

Burnout Self-Test
Maslach Burnout Inventory (MBI)

The Maslach Burnout Inventory (MBI) is the most commonly used tool to self-assess whether you might be at risk of burnout. To determine the risk of burnout, the MBI explores three components: exhaustion, depersonalization and personal achievement. While this tool may be useful, it must not be used as a scientific diagnostic technique, regardless of the results. The objective is simply to make you aware that anyone may be at risk of burnout.

For each question, indicate the score that corresponds to your response. Add up your score for each section and compare your results with the scoring results interpretation at the bottom of this document.

Questions	Never	A few times per year	Once a month	A few times per month	Once a week	A few times per week	Every day
SECTION A	0	1	2	3	4	5	6
I feel emotionally drained by my work.							
Working with people all day long requires a great deal of effort.							
I feel like my work is breaking me down.							
I feel frustrated by my work.							
I feel I work too hard at my job.							
It stresses me too much to work in direct contact with people.							
I feel like I'm at the end of my rope.							
Total score – SECTION A							

Questions	Never	A few times per year	Once a month	A few times per month	Once a week	A few times per week	Every day
SECTION B	0	1	2	3	4	5	6
I feel I look after certain patients/clients impersonally, as if they are objects.							
I feel tired when I get up in the morning and have to face another day at work.							
I have the impression that my patients/clients make me responsible for some of their problems.							
I am at the end of my patience at the end of my work day.							
I really don't care about what happens to some of my patients/clients.							
I have become more insensitive to people since I've been working.							
I'm afraid that this job is making me uncaring.							
Total score – SECTION B							

Questions	Never	A few times per year	Once a month	A few times per month	Once a week	A few times per week	Every day
SECTION C	0	1	2	3	4	5	6
I accomplish many worthwhile things in this job.							
I feel full of energy.							
I am easily able to understand what my patients/clients feel.							
I look after my patients'/clients' problems very effectively.							
In my work, I handle emotional problems very calmly.							
Through my work, I feel that I have a positive influence on people.							
I am easily able to create a relaxed atmosphere with my patients/clients.							
I feel refreshed when I have been close to my patients/clients at work.							
Total score – SECTION C							

SCORING RESULTS - INTERPRETATION

Section A: Burnout

Burnout (or depressive anxiety syndrome): Testifies to fatigue at the very idea of work, chronic fatigue, trouble sleeping, physical problems. For the MBI, as well as for most authors, "exhaustion would be the key component of the syndrome." Unlike depression, the problems disappear outside work.

- Total 17 or less: Low-level burnout
- Total between 18 and 29 inclusive: Moderate burnout
- Total over 30: High-level burnout

Section B: Depersonalization

"Depersonalization" (or loss of empathy): Rather a "dehumanization" in interpersonal relations. The notion of detachment is excessive, leading to cynicism with negative attitudes with regard to patients or colleagues, feeling of guilt, avoidance of social contacts and withdrawing into oneself. The professional blocks the empathy he can show to his patients and/or colleagues.

- Total 5 or less: Low-level burnout
- Total between 6 and 11 inclusive: Moderate burnout
- Total of 12 and greater: High-level burnout

Section C: Personal Achievement

The reduction of personal achievement: The individual assesses himself negatively, feels he is unable to move the situation forward. This component represents the demotivating effects of a difficult, repetitive situation leading to failure despite efforts. The person begins to doubt his genuine abilities to accomplish things. This aspect is a consequence of the first two.

- Total 33 or less: High-level burnout
- Total between 34 and 39 inclusive: Moderate burnout
- Total greater than 40: Low-level burnout

A high score in the first two sections and a low score in the last section may indicate burnout.



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Dr. Amar Singh (Patiala)
Dr. T. R. Sharma (Patiala)

Consumable Booklet
of

J S S-SS

(English Version)

Please fill up the following information

Date

Date of Birth

Name

Sex : Male

Female

Father's Name

Qualification : Academic & Professional

Profession

Designation, if any

Number of years you have been in this job

Married

Unmarried

Divorce

Widower/Widow

If married, number of children you have been blessed with Son

Daughter

If wife/husband also employed, her/his Profession & Designation

INSTRUCTIONS

Here are a few statements, dealing with your job, vis-a-vis yourself. Each statement has five alternatives. You are requested to select just one alternative, which candidly expresses your view and encircle the same. Usually the spontaneous choice is the most correct response. Therefore, you need not unnecessarily give a longer thought over any statement. Act spontaneously. Kindly make sure that you have dealt with all statements. Thanks. Be rest assured your responses will be kept confidential and not reflect in any way on your Job or personality.

SCORING TABLE

	Raw Score			z-Score	Grade	Level of Job-satisfaction
Page	2	3	4			
Score						
Total Score						

Scorer

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JOB SATISFACTION SCALE

By Dr. Amar Singh & Dr. T R Sharma(1986)

Question No -1 In the society in general, as a result of job I hold, my social status is...

- 4-Excellent
- 3-So So
- 2 -Good
- 1-Poor
- 0-Very Poor

Question No -2 With regard to economic advantages, light salary, allowances, I rate my job as..

- 4- Extremely Satisfying
- 3- Very Satisfying
- 2 - Moderately Satisfying
- 1- Poorly Satisfying
- 0- Not at All Satisfying

Question No -3 The training, orientation and experiences that I have got while on job has improved my competence and efficiency as a man

- 4- Very Greatly
- 3- Greatly
- 2 - Sufficiently
- 1- Inadequately
- 0- Not at All

Question No -4 Keeping individual factors like intelligence, capacity, diligence etc in view genuinely feel that I am...

- 4 - Far do the job
- 3 - Superior to the job
- 2 - Equal to the job
- 1- Less than the job
- 0- Much less than the job

Question No - 5 With regard to post retirement benefits like pension gratuity extra I rate my job as...

- 4- Anyone
- 3- Good
- 2 - SoSo
- 1- Bad
- 0- Very Bad

Question No - 6 At the inbuilt programs for ration entertainment like picnics, outings, variety program etc are there....

- 4- In Plenty
- 3- In Good Weather
- 2 - Sufficient
- 1- Poor
- 0- Very Poor

Question No - 7 As a result of job that it I hold, my social circle has widened to my

- 4- Very Great Advantage
-

-
- 3- Great Advantage
 - 2 - Advantage
 - 1- A Little Advantage
 - 0- No Advantage

Question No - 8 Do you agree that your Bosses and colleagues are cooperative, helpful and inspiring people for better and sincere work

- 4- Strongly Agree
- 3- Agree
- 2 - Poorly Agree
- 1- Slightly Agree
- 0- Disagree

Question No - 9 My job provides facilities like medical care, housing, subsidized Rationing, traveling, etc....

- 4- Very Adequate
- 3- Adequate
- 2 - So So
- 1- Inadequate
- 0- Nil

Question No - 10 My job is responsible for developing in me a desirable style of life, with regard two habits and attitudes

- 4- To A Very Great Extent
- 3- To A Great Extent
- 2 - To A Moderate Extent
- 1- To Some Extent
- 0- To Know Major

Question No - 11 My job gives me time and opportunity to attend do my family

- 4- Very Easily
- 3- Easily
- 2 - Without Difficulty
- 1- With Difficulty
- 0- Not at all

Question No - 12 By virtue of the job that I hold, opportunities to get certain other positions, ex-officio, etc. are...

- 4- Very Many
- 3- Many
- 2 - Moderate
- 1- Few
- 0- Nil

Question No - 13 Places of posting in job irksome and inconvenient to me and my family

- 4- Frequently
 - 3- Frequently
 - 2 - Occasionally
 - 1- Rarely
 - 0- Never
-

Question No –14 My job in its own way it's trying to improve the quality of life, i.e. endeavors to make me a Better Man. do you agree

- 4- Yes yes
- 3- Yes
- 2 - Yes- no
- 1- No
- 0- No no

Question No - 15 On the scale of Democratic functioning are I rate my job as....

- 4- Extremely Democratic
- 3- Very Democratic
- 2 - Slightly Democratic
- 1- Sometimes Democratic
- 0- And Democratic

Question No - 16 Keeping employment requirements like qualification, training etc as equal, I rate my job in comparison with other as.....

- 4- Much Higher
- 3- Higher
- 2 - As Per
- 1- Low
- 0- Very Low

Question No - 17 My job is so absorbing that even in the absence of overtime allowance, I am willing to work on Sundays, holiday and also at late hours

- 4- Always
- 3- Frequently
- 2 - Now And Then
- 1- Under Compulsion
- 0- Never

Question No - 18 Some emergency after me my job has provision to offer job to my children or family, ex gratia grands, etc

- 4- In Plenty
- 3- In Good Measure
- 2 - Sufficient
- 1- Poor
- 0- Very Poor

Question No - 19 Working condition like comfortable sitting adequate temperature, humidity, the environment, hygiene, of office/ workplace are

- 4- Very Satisfactory
- 3- Satisfactory
- 2 - Only Slightly Satisfactory
- 1- Unsatisfactory
- 0- Not at All Satisfactory

Question No - 20 My job is light enough to enable me to undertake side jobs in a.....

- 4- Big Measure
 - 3- Good Measure
 - 2 - Quite few
-

-
- 1- Few
0- Nil
- Question No - 21** Mal Practice like Corruption, Favoritism etc are there in my job
- 4- In Abundance
3- Sufficient
2 - Moderately
1- Slightly
0- Not at all
- Question No - 22** Do you agree that your job or profession in any way adds to the economy and development of the nation
- 4- Strongly agree
3- Agree
2 - Poorly agree
1- Slightly Disagree
0- Completely disagree
- Question No - 23** If given a chance I shall put my children to the job that I am in. do you agree?
- 4- Very Strongly
3- Strongly
2 - Moderately
1- Rarely
0- Never
- Question No -24** "work is worship" was perhaps spoken about the job that I hold
- 4- Very Right
3- Quite Right
2 - Not Right
1- Wrong
0- Stupid
- Question No - 25** Communication network (both upward and downward) in my profession is
- 4- Very Adequate
3- Sufficiently Adequate
2- Slightly Adequate
1- Inadequate
0- Very Inadequate
- Question No - 26** Opportunities in my job horizontal and longitudinal mobility, like promotion, increased responsibilities are
- 4 - Very Many
3- Many
2- Sufficient
1- Few
0- Nil
- Question No - 27** If Given a Chance, even if emoluments don't register enhancement, I will like to shift to some other job
- 4- All at Once
2- Quickly
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- 3- Slowly
 - 1- Reluctantly
 - 0- Never

Question No - 28 How Far do You agree that the hierarchy in your job leaves no scope for freedom, decision making, initiative, etc, rather it produces boredom

- 4- Strongly agree
- 3- Agree
- 2- So So
- 1- Slightly Disagree
- 0- Strongly disagree

Question No - 29 To my family, relatives and friends my job appears to be

- 4 - very pleasing
- 3 - Pleasing
- 2 - Okay
- 1- Somewhat displeasing
- 0- Displeasing

Question No - 30 All said and done, how satisfied are you with your job

- 4- Completely Satisfied
- 3 - Very Satisfied
- 2 - Moderately Satisfied
- 1- Slightly Satisfied
- 0 - Not At All Satisfied