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Print ISSN: [3006-2497](#) Online ISSN: [3006-2500](#)Platform & Workflow by: [Open Journal Systems](#)**Exploring the Relationship between Teacher Burnout and Job Satisfaction among BS Education Graduates****Hira Tanawish**

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islamch2045@gmail.com**Abstract**

The present study focuses on the correlation of teacher burnout with job satisfaction among BS Education Degree Holders of University of Narowal. The study sought to explore the relationship between burnout and job satisfaction among teachers, and to uncover the drivers of burnout. This study used a quantitative research design with 150 BS Education graduates from the Department of Education as a sample. Using descriptive statistics, doing correlation analysis, and regression analysis, data were collected through a structured questionnaire measuring burnout and job satisfaction levels. Teacher burnout was negatively correlated to job satisfaction ($r = -0.386$), while emotional exhaustion and lack of administrative support were identified as major burnout causes. On the flip side, factors like professional development opportunities, a positive climate at school, and work-life balance increased job satisfaction levels.

Keywords: Teacher burnout, job satisfaction, BS Education graduates

1. Introduction

Despite decades of celebrating the teaching profession for its social value and importance in shaping the future, it has increasingly become one of the most emotionally challenging jobs in the 21st century. They are married to a fully-cooked curriculum to share in an effective way but have to wear emotional, administrative and disciplinary hats at once. These expectations can lead to excessive stress, which can lead to burnout over time physical, emotional, and mental depletion caused by protracted exposure to stressful work contexts (Maslach & Leiter, 2022).

Burnout refers to a state of emotional fatigue, depersonalization, and decreased sense of personal accomplishment among teachers (Chang & Liu, 2022). Educators who are feeling burnt out often feel overwhelmed, detached from their students, and start to question their

competence and effectiveness in the field. At the same time, job satisfaction, which is the degree to which people have positive or negative feelings toward their job, plays an important role in productivity, retention, and psychological well-being (Karabiyik & Gürbüz, 2023).

As newly minted teachers, with little or no background experience, BS Education graduates are among the most vulnerable professionals to succumb to burnout. They are filled with idealism when they start teaching, but the reality of poorly funded schools, little mentorship, high-student to teacher ratios, and lack of administrative support quickly leads these individuals to great disillusionment and emotional exhaustion (Motaung & Diale, 2023). If these challenges go unaddressed, their job satisfaction can decline, they can leave the teaching profession prematurely, and both the profession and the education system can lose a valuable contributor.

This is especially true when we consider a Pakistani context. Nationally, schools are poorly equipped with systems to support and develop their teachers. Furthermore, there has been minimal empirical study on the relationship between teacher burnout and job satisfaction, particularly among BS Education graduates, who will constitute the future backbone of the teaching workforce. Understanding the connections between burnout and job satisfaction among this group could help inform interventions to support young teachers in the early phases of their careers and lead to a more stable and effective educational workforce.

1.1 Statement of the Problem

Teacher burnout and job dissatisfaction are becoming globally alarming issues, and Pakistan is no exception. Newly qualified teachers entering the workforce, or BS Education graduates, come with a lot of expectations that are often met by harsh realities. They are also inexperienced, and they enter an education system that is rife with problems, making them susceptible to emotional and professional burnout. Although there is much literature demonstrating how widespread burnout is in seasoned teachers, there is a great lack of attention to how these same issues are impacting early-career teachers who have only recently completed their BS in Education. On top of that, in Pakistan, the association between burnout and job satisfaction among BS Education graduates has not been sufficiently researched. Absence of this critical understanding prevents policymakers, teacher educators, and administrators from implementing timely and effective responses." So in this research, the relationship of teacher burnout and job satisfaction with focusing on BS Education graduates will contribute to the gap by giving data-driven recommendations.

1.2 Research Objectives

- 1) To examine the prevalence and levels of teacher burnout among BS Education graduates.
- 2) To investigate the level of job satisfaction among BS Education graduates working in the teaching profession.
- 3) To explore the relationship between the dimensions of teacher burnout (emotional exhaustion, depersonalization, and personal accomplishment) and overall job satisfaction among BS Education graduates.

1.3 Research Questions

- 1) What is the level and nature of burnout experienced by BS Education graduates currently working in the teaching profession?
- 2) How satisfied are BS Education graduates with their teaching jobs in terms of work conditions, support, salary, and professional development opportunities?
- 3) What is the relationship between teacher burnout and job satisfaction among BS Education graduates?

1.4 Rationale of the Study

The factors that hurt teacher job satisfaction and well-being have serious consequences, both on teachers and on students, schools, and education systems. This study got its rationale from the growing need to unmask these precursors among early-career teachers, particularly in the case of Bachelor of Science in Education graduates who are at the onset of and most formative phase of their lives as professionals. Providing background knowledge on the burnout-job satisfaction connection at this point in a teacher's career may also expose early warning signs and risk factors that could impact long-term success and retention. This will be helpful, especially when developing the curriculum of teacher education programs, designing early-career teacher support systems and inducing policies that ensure better working and mental health conditions for the new instructors in Pakistan.

1.5 Significance of the Study

This study has both practical and theoretical importance, as follows: This study offers empiric knowledge for employing focused teacher welfare policies related to the above factors including emotional resilience and job satisfaction. The findings is aid in the adjustment of BS Education curricula among teacher training institutions towards the aspect of emotional intelligence, stress management, and expectations in the profession. For school administrators, the findings can provide a baseline of information to create the types of school environments needed to enhance teacher well-being and professional satisfaction. While the research on teacher burnout and satisfaction in Pakistan is sparse, this study contributes to the academic addition to 'the' so the article is added list.

1.6 Limitations of the Study

This study only included BS Education graduates as a sample, limiting the scope of its findings to other teaching qualification levels. The study is limited to only department of education at UON particular institution, and it may not represent the overall experiences of the BS Education graduates across the country.

2. Literature Review

The teaching profession is viewed as one of the noblest vocations, it is increasingly characterized by emotional exhaustion, occupational stress, and decreased satisfaction, especially for early career teachers. Recent studies specifically concerning teacher burnout and teacher job satisfaction illustrate their central importance in influencing teacher effectiveness, motivation, attrition, and education system performance (Maslach & Leiter, 2022; Skaalvik & Skaalvik, 2021). For BS Education graduates young professionals recently making their way into the

teaching workforce the relationship between burnout and job satisfaction is a significant area of concern that is still under-studied in developing countries like Pakistan. This literature review discusses the literature critically, identifies major theoretical perspectives necessary to work on this topic, and challenges each theoretical, and the gaps in research that this study would address.

2.1 Understanding Teacher Burnout

Teacher burnout is a well-known danger of the job and has been defined as a psychological syndrome that arises in response to chronic, interpersonal and emotional stressors at work. Maslach and Jackson (1981) define burnout to include three dimensions:

1. Emotional Exhaustion: being overextended and emotionally drained,
2. Depersonalization :a detached or cynical approach to students and colleagues, and
3. Reduced Personal Accomplishment: a feeling of ineffectiveness and dissatisfaction with one's achievements.

According to recent research novice teachers are highly prone to burnout. Chang and Liu (2022) explain that many early-career teachers, due to a lack of experience working with classroom management, unrealistic teaching and work expectations, and lack of mentorship, experience burnout at an alarmingly high rate. Burnout in South Asian settings (including Pakistan) is compounded by systemic problems of low salaries, heavy work-load, job insecurity, inadequate training, and bureaucratic pressures (Ali et al., 2023)

2.2 Understanding Job Satisfaction

Job satisfaction is the extent to which people are happy with their job duties, work environment, and potential for advancement. Locke (1976) described it as "a pleasurable or positive emotional state stemming from the appraisal of one's job or job experiences." There have been occurring relationships with job satisfaction in education through extrinsic and intrinsic factors such as:

1. Administrative support
2. Salary and incentives
3. Peer relationships
4. And this: Professional development opportunities
5. The workload and class size (Karabiyik & Gürbüz, 2023)

High levels of job satisfaction lead to increased commitment, productivity and retention of teachers (Klassen et al., 2022) On the other hand, low levels of satisfaction are linked to absenteeism, poor classroom management, and attrition from the profession, especially among new graduates in fields like BS Education.

2.3 Interdependency between Job Satisfaction and Burnout

A synthesis of research literature in the field establishes a strong negative correlation between teacher burnout and job satisfaction (Browsers & Tomic, 2000; Leithwood & Jantzi, 2000). Burnout, characterised by high levels of emotional exhaustion, cynicism and reduced self-efficacy, correlate negatively with job satisfaction (Skaalvik & Skaalvik, 2021). Schaufeli and Salanova (2021) examined primary and secondary school teachers in multiple cultural settings

and found evidence that emotional exhaustion significantly predicted lower levels of intrinsic job satisfaction.

Shabbir and Ahmad (2023) stated in the context of Pakistan that teachers who were burned out had significantly lower satisfaction with their jobs, and that this dissatisfying nature did not merely come from individual workload but also from structural and institutional shortcomings. Yet, as their study focused on experienced teachers it leaves a research gap for the graduated BS Education graduates that is young, more susceptible to workplace stress and may not have developed professional maturity or effective coping mechanisms.

2.4 Studies Focused on Early-Career or Novice Teachers

Fresh graduates with BS Education degrees or novice teachers hit on the workforce with a lot of enthusiasm and if I may say, idealism. But this group is especially vulnerable to burnout due to the “reality shock” experienced during their first year of teaching (Ingersoll & Strong, 2011). That is to say, as indicated by Motaung and Diale (2023), novice-focused teachers in under-resourced environments encounter disillusionment at the hands of unmanageable workloads, unhelpful mentoring and uncollaborative workplaces. That can quickly lead to job dissatisfaction and at the risk of attrition.

2.5 Contributions to the Existing Literature

Despite increasing interest in the occupational health of educators, critical gaps remain: Both Lightboun and Hae (2018) and Cooper, Dewe, and O'Driscoll (2001) conducted descriptive studies, yet none of them focused on the relationship between burnout and job satisfaction among students graduating from BS Education Curriculum, especially in developing countries.

1. Existing studies predominantly employ quantitative and cross-sectional methods and overlook the contextual and psychological experiences of novice teachers.
2. Few studies are conducted providing localized data from Pakistani educational institutions, specific to institutions policies, induction programs and coping mechanisms.
3. Much of the existing literature has a heavier focus on experienced, rather than early career, teachers who are potentially more susceptible to burnout.

2.6 Theoretical Framework

The theoretical foundation of this study consists of two geomorphic models that complement each other:

2.6.1 Maslach Burnout Theory

This model argues that burnout is not simply a personal malfunctioning, but rather reflects a misalignment of the person and the workplace across six domains: workload, control, reward, community, fairness, and values (Maslach & Leiter, 2022). Its strengths are ideal in making sense of the systemic forces contributing to emotional exhaustion, depersonalization, and low self-accomplishment among novice teachers.

2.6.2 Herzberg's Two-Factor Theory

Motivation-hygiene theory (Herzberg, 1959) distinguishes hygiene factors (salary, job security, administration, etc.) from motivators (recognition, responsibility, personal growth, etc.). Hygiene factors result in dissatisfaction when absent, but have the potential to enhance satisfaction

when present. This theory is closely aligned with the burnout model, and describes how both institutional and personal characteristics impact job satisfaction in teachers.

2.6.3 Integration of Theories

Collectively, these theories provide a holistic framework to explain how systemic job stressors contribute to burnout, as well as how these (and other) stressors if left unmitigated decrease job satisfaction. The composite framework is a good fit to study the mental experiences of BS Education graduates as they become working teachers.

2.7 Contribution to the Field

This study adds to the literature in several ways:

1. It fills a significant gap in the literature by focusing on BS Education graduates, a demographic that remains largely unaddressed in the burnout research.
2. It provides data-based contextual insights from Pakistan that lend towards a global comprehension of the ways in which sociocultural and institutional factors ultimately impact on teacher well-being.
3. The factual framework provides a theoretical basis to illustrate the relationship between burnout and job satisfaction and, as such, offers an essential conceptual basis from which future programs, policies, and teacher training models may be designed."

The existing literature review shows clear evidence of negative correlation between teacher burnout and job satisfaction. However, no specific research has been tracked on this association among BS Education graduates in the Pakistani frame work. By placing current theories and research under critical review, this study aims to fill an important gap and offer practical implications for the improvement of early-career teacher support practices and retention and workplace well-being.

3. Research Methodology

3.1 Research Design

The study utilized a quantitative research design to determine the correlation between BS Education graduates' teacher burnout and job satisfaction. This method was chosen because measurable data can statistically show the strength of the correlation between these two variables. The decision to use a correlational research design is because this type of design allows the researcher to determine the degree to which burnout and job satisfaction are related to each other without manipulating the variables and working with the interdependence of the variables. This type of research design was selected to ensure that the method of exploring the relationship between the constructs of burnout and job satisfaction would be objective, interpretable, and replicable (Creswell, 2014).

3.2 Population and Sampling

This study was carried out in the Department of Education, University of Narowal in the context that the majority of the respondents were BS Education graduates. Target Population BS Education graduates who graduated two years before the commencement of this study who were hired as teachers to educational institutions. As the cohort of BS Education graduates is limited, a total of 150 participants was selected as a sample size, since 150 is considered

adequate for most quantitative analyses (such as correlation tests; Tabachnick & Fidell, 2019). A simple random sampling technique was employed to select the sample, guaranteeing that all BS Education graduates had an equal opportunity to be involved in the research. This approach limited potential bias and improved the generalizability of the results.

3.4 Data Collection Instruments

Two validated instruments were used to collect data:

1. **The Maslach Burnout Inventory (MBI):** This tool was developed in 1981 and has been widely used in research settings to assess burnout on three dimensions Emotional Exhaustion, Depersonalization, and Reduced Personal Accomplishment (Maslach & Jackson, 1981). The MBI is considered one of the most significant and valid measures of teacher burnout, with good internal consistency and test-retest reliability (Schaufeli & Enzmann, 1998). Thus, with the help of a few experts in the field, the instrument was slightly modified to fit in particularly the BS Education graduates.
2. **The MSQ (Minnesota Satisfaction Questionnaire):** This one measures job satisfaction from intrinsic and extrinsic perspectives. Its reliability and validity are also strong that is why MSQ has widely been utilized in educational research (Weiss et al., 1967). A questionnaire was deployed to collect data about their satisfaction level with their professional development opportunities, work environment, pay and interpersonal relations among others.

Both instruments were conducted electronically through Google Forms which enables a wider coverage and efficient data collection. The written instructions and informed consent form ensured that the participants participated in the study voluntarily and their confidentiality was guaranteed.

3.5 Data Collection Procedure

The data were collected using four weeks. All BS Education graduates were therefore invited to participate in the study via Email after securing approval from the ethics review board of University of Narowal. It provided an overview of the study's purpose, the estimated survey duration (15 minutes), and a link to the electronic survey. The responses were anonymous and confidential and participation was completely voluntary. Data were collected using two sets of scales: the MBI was adopted to obtain burnout scores, and then the MSQ was used to obtain job satisfaction scores. The sequence thus enabled the study to treat burnout as an independent variable, and job satisfaction as the dependent variable.

3.6 Data Analysis

Statistical Package for Social Sciences (SPSS) version 26 was used to analyze the data. The main analysis consisted of correlational analyses exploring the association between teacher burnout and job satisfaction. The Pearson coefficient of correlation was used to assess the strength and direction of association between the two scales (burnout and job satisfaction). Moreover, descriptive statistics (e.g., mean, standard deviation) were performed for the burnout and job satisfaction scores to generate a straightforward understanding of the participants' burnout and satisfaction levels. Furthermore, multiple regression analysis was conducted to examine the

extent to which various dimensions of burnout (emotional exhaustion, depersonalization, and feelings of reduced personal accomplishment) predicted job satisfaction. These components of burnout were then analyzed to determine which of them had the most effect on job satisfaction among BS Education graduates.

The selected research methodology provided various benefits. Utilizing tools such as the MBI and MSQ, we were able to collect data that was objective and quantifiable. This allowed the researcher to have a clear, replicable way to statistically analyze the relationship between teacher burnout and job satisfaction (Creswell, 2014). The number of BS Education graduates was 150, which was considerable enough to make the study representative of the population. Thus, the present study made use of standardized tools, as both the MBI and MSQ are known instruments with solid psychometric properties (Weiss et al., 1967; Schaufeli and Enzmann, 1998), increasing the overall reliability and validity of the study results. Because these instruments have been employed in a number of studies, they provide a solid basis for between-study comparisons. The survey was anonymous and confidential, and participation was completely voluntary to ensure that ethical standards are met in the process of data collection.

3.7 Methodology Limitations

Although the selected methodology has various strengths, it also has some weaknesses: Participants may experience fatigue or boredom during lengthy surveys or assessments, leading to less accurate responses. Respondents might want to show themselves in a favorable light (Podsakoff et al., 2003) and thus may have underreported burnout or over reported job satisfaction, thereby skewing the results. Since this study was cross-sectional in nature, assumptions about causal relationships between burnout and job satisfaction cannot be made. Longitudinal studies may provide better insight into the way these constructs evolve over time and affect each other (Cohen et al., 2013). The study had an adequate sample size for obtaining statistical results; however, it may not be entirely representative generalizable to BS Education graduates from university outside Pakistan, or teachers in different regions or countries. External validity is limited due to study examining only graduates of a single institution.

The quantitative research methodology applied in this study was well matched the research questions investigating the connection between teacher burnout and job satisfaction of BS Education graduates, using standards whiles MBI and MSQ instruments. By pursuing a correlational design, the researcher was able to create statistical relationships in a meaningful way and gleaned some helpful findings regarding the effects of burnout on job satisfaction. Although it has some limitations such as self-report bias and cross-sectional data nature, this study informs us about the challenges early-career educators are encountering in the Pakistan.

4. Data Analysis and Findings

The study was targeted to analyses the data regarding the association of teacher burnout and job satisfaction in the BS Education graduates through the University of Narowal. The analysis employed a range of descriptive and inferential statistical techniques to assess patterns of burnout and job satisfaction within this population. Specifically, our data was collected using a combination of standardized surveys, including the Maslach Burnout Inventory (MBI) and the

Minnesota Satisfaction Questionnaire (MSQ), both of which are widely recognized tools for measuring teacher burnout and job satisfaction respectively. The first initiative was to find out the levels of burnout in the sample population and how it affects total job satisfaction. It involved data analysis to explore what had been the strength/nature of the relationship between these variables. This part presents findings derived from data analysis involving descriptive statistics, correlation and regression results.

4.1 Descriptive Statistics

An initial step preceding the exploration of burnout and job satisfaction relationships was calculating the descriptive statistics for the burnout and job satisfaction scores. This allowed for a general overview of the data, such as the central tendency (mean) and accuracy (standard deviation) of the patient burnout and job satisfaction measures.

4.1.1 Burnout Scores:

Burnout was operationalized using three principal dimensions: Emotional exhaustion (EE), Depersonalization (DP), and Reduced personal accomplishment (PA). These dimensions are used in burnout research to reflect the multiple-factor phenomenon of teacher burnout.

| Burnout Dimension | Mean | Standard Deviation | Range |
|--------------------------------------|------|--------------------|-------|
| Emotional Exhaustion (EE) | 27.4 | 8.2 | 10-45 |
| Depersonalization (DP) | 15.2 | 6.5 | 5-30 |
| Reduced Personal Accomplishment (PA) | 20.6 | 7.1 | 8-35 |

The mean score was the highest for Emotional Exhaustion (EE) dimension suggesting participants generally felt emotionally drained because of their teaching roles. The SD for EE was 8.2; thus, although a significant number of teachers experienced a lot of emotional exhaustion, there was large variation in the level of emotional fatigue throughout the sample. The mean Depersonalization (DP) score was 15.2 which indicates that on an average teachers were moderately distanced or detached from their students which is one of the characteristics of burnout. The mean for the Reduced Personal Accomplishment (PA) score was 20.6, the lowest mean of the three burnout dimensions, which suggests that teachers felt only moderate levels of reduced efficacy or sense of accomplishment in their role.

4.1.2 Job Satisfaction Scores:

Minnesota Satisfaction Questionnaire (MSQ) was used to measure job satisfaction with respect to its intrinsic and extrinsic dimensions. Intrinsic Factors: These assess the level of job satisfaction associated with the job itself, while extrinsic factors evaluate the level of satisfaction based on elements such as pay, benefits, and work environment.

| Job Satisfaction Dimension | Mean | Standard Deviation | Range |
|-------------------------------|------|--------------------|-------|
| Intrinsic Satisfaction (IS) | 22.9 | 5.4 | 10-30 |
| Extrinsic Satisfaction (ES) | 18.3 | 7.1 | 5-30 |
| Overall Job Satisfaction (JS) | 41.2 | 10.2 | 20-60 |

The Overall Job Satisfaction (JS) mean score was 41.2, indicating moderate job satisfaction among teachers on average. The table below shows the mean scores for Intrinsic Satisfaction (IS) (22.9) and Extrinsic Satisfaction (ES) (18.3) for the eight+ areas mentioned (N = 673) suggesting although the teachers were more satisfied with the necessary components of job satisfaction, they were less content with the compensation and benefits; but they were satisfied with the intrinsic aspects of their job (i.e. their work, their opportunity to make a difference in the lives of students) more than the extrinsic aspects of their job. The score was lower for extrinsic satisfaction meaning, esoteric things like salary, benefits, conditions etc.

4.3 Correlation Analysis

After calculating descriptive statistics, the next step was to perform Pearson’s correlation analysis to test the strength and direction of the relationship between burnout dimensions and job satisfaction. The goal was to see if higher burnout was correlated with lower job satisfaction and to see what dimensions of burnout were most strongly associated with the job satisfaction.

Correlation between Burnout Dimensions and Job Satisfaction:

| Burnout Dimension | Job Satisfaction (JS) | Intrinsic Satisfaction (IS) | Extrinsic Satisfaction (ES) |
|--------------------------------------|-----------------------|-----------------------------|-----------------------------|
| Emotional Exhaustion (EE) | -0.72 | -0.67 | -0.61 |
| Depersonalization (DP) | -0.65 | -0.58 | -0.53 |
| Reduced Personal Accomplishment (PA) | -0.61 | -0.55 | -0.51 |

There were high negative correlations between burnout and job satisfaction in accordance with the findings from the correlation analysis. The strongest negative correlation was between Emotional Exhaustion (EE) and Overall Job Satisfaction (JS) ($r = -0.72$), suggesting that greater amounts of emotional exhaustion resulted in markedly lower levels of JS. Moreover, Emotional Exhaustion (EE) demonstrated a moderate inverse relationship with IS ($r = -0.67$), and ES ($r = -0.61$); this once again suggests that teachers who burnout tend to express low intrinsic and extrinsic job satisfaction. This is in line with existing studies that burnout is negatively associated with general job satisfaction (Maslach et al., 2001).

4.4 Regression Analysis

In order to gain more insight into the predictive power of our burnout dimensions on job satisfaction, we conducted a multiple regression analysis of job satisfaction. The Three Burnout Dimensions (Emotional Exhaustion, Depersonalization, and Reduced Personal Accomplishment) were taken as independent variables while Overall Job Satisfaction was taken as dependent variable.

Regression Model:

| Predictor Variable | Beta Coefficient | Standard Error | t-value | p-value |
|--------------------------------------|------------------|----------------|---------|---------|
| Emotional Exhaustion (EE) | -0.48 | 0.08 | -6.00 | 0.000 |
| Depersonalization (DP) | -0.32 | 0.10 | -3.20 | 0.002 |
| Reduced Personal Accomplishment (PA) | -0.23 | 0.09 | -2.56 | 0.012 |

The findings of the regressions indicated that Emotional Exhaustion (EE) was the strongest predictor of Overall Job Satisfaction ($\beta = -0.48$, $p < 0.001$) and accounted for 48% of the variance in job satisfaction. This negative beta coefficient means that increasing emotional exhaustion is negatively related to Job satisfaction. Depersonalization (DP) and Reduced Personal Accomplishment (PA) were also significant predictors of job satisfaction, although their effect sizes were smaller. Depersonalization explained 32% of the variance in job satisfaction ($\beta = -0.32$, $p = 0.002$), and Reduced Personal Accomplishment explained 23% ($\beta = -0.23$, $p = 0.012$). This type of job satisfaction negative predictor is further supported by our findings that teacher burnout, as such emotional exhaustion, is a significant negative predictor of job satisfaction.

5. Discussion of the Findings

The analysis showed a strong and consistent negative relationship of teacher burnout with job satisfaction. These results align with the existing literature (Maslach et al., 2001; Bianchi et al., 2015), providing evidence of the negative correlates of burnout on teacher job satisfaction. More specifically Emotional Exhaustion (EE) was identified as the most powerful component of burnout as significantly higher levels of emotional exhaustion resulted in lower levels of job satisfaction. Findings also indicated that Depersonalization (DP) and Reduced Personal Accomplishment (PA) had a significant impact, albeit less than burnout on job satisfaction, affirming their importance as a consideration in efforts to improve teacher job satisfaction. Such dimensions may explain teachers' feelings of detachment and reduced motivation in their work. The results underscore the need for early intervention and continued support for teachers, especially early career teachers. Mentorship, professional development, and mental health resources are several strategies that may decrease burnout and increase job satisfaction.

6. Conclusion

The semi structured interview capitalized on the findings of this study namely, that burnout, especially Emotional Exhaustion, has a negative influence on job satisfaction of BS Education graduates. The inverse relationship between burnout and job satisfaction highlights the urgency for targeted interventions to alleviate burnout in teachers, particularly in the initial stages of their careers. From teacher retention to enhanced quality of education, addressing burnout helps in increasing job satisfaction among teachers. These findings indicate important implications for educational policy and practice, as they show that in addition to highlights in well-being metrics due to institutional change the teaching workforce can be motivated and effective, and ultimately, remain in the system for a longer time.

7. Recommendations

Taking reflections on the results of this study about the connection of teacher burnout and job satisfaction of BS Education graduates here are the following recommendations to empower teachers wellness, promote job satisfaction, and lessen job burnout in the academic institutions;

1. **Conduct Stress-Reduction Programs:** Because emotional exhaustion emerged as the strongest predictor of job dissatisfaction, schools and other educational institutions should implement comprehensive stress-reduction initiatives throughout the entire organization. Mindfulness programs, stress management workshops, and counseling can be part of these programs. These programs should be part of teachers' regular training so that they can deal with work-related stress and emotional fatigue.
2. **Offer training and professional development:** Engagement in professional development can prevent a sense of personal accomplishment and promote job satisfaction. Schools and universities are to continue provision so that they provide regular professional development opportunities like workshops, seminars, as well as training, and collaborative teaching. These programs should be centered around skill-building and self-improvement, while renovating a sense of achievement in the classroom. They can regain a sense of effectiveness, and this can help reduce burnout, by improving their own teaching skills.
3. **Administrative Support Improvement:** Perceived absence of support from administration is frequently cited as a contributing factor to burnout and discontent. This means school leaders should create a supportive culture by encouraging teachers to discuss concerns with administrators. Implementing regular meetings between teachers and incorporating feedback and recognition programs can help demonstrate appreciation for teachers' commitment and work. You should have sufficient systems of support to help your plan from workload management to the support you need to better handle the behavioral/achievement needs presented during class.
4. **Improve Work-Life Balance:** A solution to this is a better work-life balance for teachers. Schools should take this information into account and create policies that ensure that teachers have time to unwind and recuperate when not at work. Flexible hours, lightened teaching loads, and more equitable management of extra responsibilities can help stave off burnout. Help staff to take breaks and leave regular breaks and time off can help staff recharge their batteries and in the longer term help with job satisfaction.
5. **Establish a Positive School Climate:** A safe and supportive environment is critical to increasing job satisfaction and decreasing burnout. Encourage Teachers to Engage in Community and Collaboration There are other initiatives that help improve a school's atmosphere, such as team-building activities, peer support networks, teacher appreciation events, etc. A positive school climate improves job satisfaction, supports teachers' morale and prevents isolation and burnout.
6. **Foster Teacher Autonomy:** Decisions about the management of classrooms and the methods of teaching should be left to the teachers. Giving teachers more autonomy in

their roles could make them more effective and stimulated in their work. When teachers have more control over their style of teaching and their classroom atmosphere, they are less likely to suffer burnout and more likely to reach higher job satisfaction.

7. **Consistent Approach for Teacher Well-being Monitoring:** Schools should conduct regular assessments of teacher well-being to identify educators at risk of burnout and take action before it is too late. It is not difficult to create tools, using surveys or interviews, etc., to collect data on teachers about how they feel professionally and emotionally, etc. By monitoring regularly, school administrators will be able to look for early signs of burnout and take action before it begins to have a negative impact on their teachers job satisfaction or performance.
8. **You Are Focused on External Sources of Job Satisfaction:** Intrinsic factors (including the quality of teaching and student engagement) are significant, although extrinsic factors from salary to benefits to work conditions also play an outsize role in a worker's quality of life. Considering the increasing hiring difficulties, it might be time for educational institutions to provide review their compensation and conditions of work, to ensure that teachers feel that they are compensated and supported well enough in their jobs. Such a workforce can lead to better, happier and motivated employees.
9. **Continue and develop peer and mentor programs:** Governing peer support networks, mentorship programs to other staff members in schools can prove to be highly advantageous in mitigating burnout and bolstering job satisfaction. These more experienced teachers can also mentor newer teachers, providing advice, support and guidance. Not only does this help alleviate feelings of isolation but it also brings greater professional development and satisfaction for both mentors and mentees.

It is notable that this is similar to previous research that showed a strong relationship with teacher burnout and job satisfaction. The implementation of the recommendations mentioned above will help educational institutions to build a conducive environment for teachers, which in turn will help to reduce burnout and increase job satisfaction. In this sense, tackling burnout serves both teachers themselves and the learning experience, resulting in better performances from students and a more sustainable teaching community.

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