

Job Satisfaction, Burn Out and Teaching Efficacy among Secondary School Teachers: The Case of Summer In-Service Teachers in Haramaya University

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Abstract: This study attempted to examine the relationship among job satisfaction, burnout and teaching efficacy of secondary school teachers. A lot has been said about the job satisfaction of teachers, yet least has clearly identified its effect on the level of burn out and their teaching efficacy. This gives the researcher an inspiration to conduct the study on the relationship among job satisfaction, burnout and teaching efficacy of secondary school teachers the case of summer in service teachers in Haramaya University. The specific objectives of the study were: Examining the status of job satisfaction, examining the relationship among job satisfaction, burnout and teachers teaching efficacy, analyzing the status of burn of level of secondary school teachers. To conduct this study a correlational research design was employed on 203 participants (114 male and 89 females) from summers in service teachers in Haramaya University. A self-report questionnaire with items from background data and an adapted tests that measure job satisfaction, burn out and teaching efficacy was employed. The scales have a reliability of 0.73, 0.74 and 0.77 respectively. Descriptive statistics and Pearson moment correlation was used in order to analyze the data. Results showed that participants experience an average level of job satisfaction and high level of burn out. There is also significant negative relationship between job satisfaction and burn out as well as between burn out and teaching efficacy. But, there is a significant positive relationship between job satisfaction and teaching efficacy. Eventually, the researcher concludes that job satisfaction and burn out influences the teaching efficacy of teachers.

Keywords: job satisfaction, burn out, teaching efficacy and summer in service teachers.

INTRODUCTION

Teaching is a demanding occupation, at any level, within any content area. This is partially a result of high expectations in relation to state and national standards, and deadlines imposed to increase student teaching [2].

Teaching is one of the central elements in teachers' life. It influences their life in many ways and it occupies majority of their time. It is the source of their finances, social relationship and many other things. Therefore, the context of employee's job should be conducive and attractive. It is assumed that satisfaction in job inter influences various job aspects such as efficiency, productivity, absenteeism, turnover rates, intention to quit and wellbeing [2].

In the discussion of teaching as a job, related variables such as satisfaction and burn out are frequently mentioned in the literature. These issues have gained attention of researchers all around the world since the beginning of industrialization, but now it is applied to each and every organization. In the field of education studying the job satisfaction and burnout

of teachers have become a prime focus of attention for researchers to make them a dynamic and efficient one. The job satisfaction of teachers particularly at secondary level is very vital. The value of secondary education is undeniable; it is very important to provide teachers with the utmost facilities so that they must be satisfied with the status of their job. The highlighted topic is a very serious issue due to the importance of secondary education which is central stage of the whole pyramid of education system in the world. A better performance only possible if the job fulfills the basic needs of teachers in term of salary and better status as explained by Khan [4]. High Performance from a teacher can only be expected if they are satisfied with their jobs. Job satisfaction is an individual attributes and it is outcome of the fulfillment of the individual needs which vary greatly from one person to another. It is necessary condition for a healthy growth of teacher's personality. Job satisfaction is the way an employee feels about his or her job. It is a generalized attitude toward the job based on evaluation of different aspects of the job.

Within other areas of social science research, job satisfaction has been studied widely, often in relation to qualities such as “productivity, performance, absenteeism, and job turnover” [5]. A satisfied worker is more effective and productive than an unsatisfied worker [3]. And, satisfied workers tend to be more committed to their careers [6].

Another important variable related to job is burnout. Burnout is a long lasting response to chronic emotional and psychosocial stressors at work place [7]. The term “burnout” was first suggested and used by Freydborg [8] to account for the process of experienced emotional depletion, a loss of motivation and commitment. However, burnout research has been expanded by using empirical measures, one of which was developed by Maslach [9]. The concept of job burnout refers to a psychological syndrome emerging from chronic interpersonal stressors in job and has been conceptualized in three main components. Three key dimensions of the job burnout are emotional exhaustion, feelings of depersonalization or detachment from the job, and lack of accomplishment. The exhaustion component represents the basic personal distress dimension of the construct. Depersonalization component refers to the interpersonal dynamics in stress response. Finally, the component of reduced inefficiency represents the self-evaluation dimension of burnout [10].

Job satisfaction and burn out intern influences their teaching efficacy. Teachers’ teaching efficacy refers to teachers’ beliefs about their capabilities in carrying out a particular task successfully [11]. In the classroom, teaching efficacy has been defined as a teacher’s “*judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated*” [12]. When the level of teacher’s satisfaction diminishes, their level of burn out increase and adversely influences their teaching efficacy. Teaching efficacy has been associated with efficacy for student engagement, efficacy for classroom management, and efficacy for instructional strategies [13]. Efficacy for student engagement refers to teachers’ ability to promote student motivation in learning, efficacy for classroom management refers to teachers’ ability to control disruptive behavior and have students follow classroom rules, and efficacy for instructional strategies refers to teachers’ ability to use effective strategies for teaching [12]. The sense of teaching efficacy construct has been linked with important outcomes for teachers, including the use of effective teaching efficacy [13].

In Ethiopia the quality of education is deteriorating from time to time because of the emphasis given to expansion at the expense of quality of education. As ministry of Education [14] states the community is losing confidence in schools in the face of

continuous decline in the quality of students’ academic achievement. In the area of education sector teachers are one of the key actors which can determine the quality of education to a large extent. Therefore, the teachers’ satisfaction and burnout has a direct impact on the teaching efficacy of teachers which intern affects the quality of education. In Ethiopia, summer in service teachers complained a lot about their job and expresses their dissatisfaction in different ways. Sometimes the researcher observed them being negligent for tasks important for their teaching activity. Another time they reported that, “if I do not satisfied by my I job, I will not bother for the quality of my teaching” These and others factors are the reasons for conducting this study. Therefore, this study will try to assess teachers’ job satisfaction burn out and their teaching efficacy by raising the following research questions.

- What is the status of job satisfaction of summer in service teachers?
- Is there a statistically significant relationship between job satisfaction, burnout and teachers teaching efficacy?
- What is the status of burn out level of summer in-service teachers?

The definition of job satisfaction date back to in the Hoppock definition of early twentieth century. Since then Job satisfaction defined differently by different individuals I different time. For example Hoppock defined job satisfaction as any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say I am satisfied with my job [15]. According to this approach although job satisfaction is under the influence of many external factors; it remains something internal that has to do with the way how the employee feels. That is job satisfaction presents a set of factors that cause a feeling of satisfaction.

Another scholar by the name Locke [16] defined Job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience. The definition of job satisfaction continues in the late twentieth and twenty first centuries. Feldman and Arnold [17] defined Job satisfaction as the amount of overall positive affect (or feelings) that individuals have towards their jobs. On the other hand R Kreitner and Kinicki[6] described, Job satisfaction is an affective or emotional response toward various facets of one’s job. This definition means job satisfaction is not a unitary concept. From this one can conclude that there is no one single definition of job satisfaction. But there are some common elements in all definition. These are there is a feeling that workers experience because of the appraisal of their job.

Job satisfaction is a worker’s sense of achievement and success on the job. It is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction implies doing a

job one enjoys, doing it well and being rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work. Job satisfaction is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfillment [14].

Therefore, job satisfaction can be defined as a person's feeling of satisfaction on the job, which acts as a motivation to work. It can be influenced by a multitude of factors. The term relates to the total relationship between an individual and the employer for which he is paid. Satisfaction does mean the simple feeling state accompanying the attainment of any goal; the end state is feeling accompanying the attainment by an impulse of its objective.

When we come to the second variable that closely related to job satisfaction in the area of the teaching profession is teacher burn out. The literature on the topic of teacher burnout dates back to the 1970s when Freudenberger [18] first coined the term burnout and described the physical and psychological burnout of healthcare workers. Pitarik [19] described burnout as a syndrome brought about by an individual's relationship with work. Current research on burnout spans across most occupations, including many types of human-service professionals, such as teachers, nurses, social workers, child protective service workers, and police officers. Assessments revealed that teachers' scores are among the highest levels of burnout among service professionals [3], resulting in higher departure rates than other professions [20]. Other documented reactions to burnout within this profession include increased alcohol and tobacco consumption [21]. Fernet, Guay, Senécal, and Austin [22] reported in their research that as many as 20% of the teachers in the area of Canada, where their study took place, had burnout symptoms at least once a week. Health risks associated with burnout include chronic fatigue, depression, recurring flu, infections, migraines, drug use, and cold-like symptoms [23].

Though burn out has been defined and conceptualized by different scholars since the first use of the term by Freydenberg, it compressively understood and measured by Maslach. Burnout is a long lasting response to chronic emotional and psychosocial stressors at work place [7]. The term "burnout" was first suggested and used by Freydenberg [7] to account for the process of experienced emotional depletion, a loss of motivation and commitment. However, burnout research has been expanded by using empirical measures, one of which was developed by Maslach [7]. The concept of job burnout refers to a psychological syndrome emerging from chronic interpersonal stressors in job and has been conceptualized in three main components. Three key dimensions of the job burnout are emotional exhaustion, feelings of depersonalization or detachment from the

job, and lack of accomplishment. The exhaustion component represents the basic personal distress dimension of the construct.

Teachers' teaching efficacy refers to teachers' beliefs about their capabilities in carrying out a particular task successfully [11]. In the classroom, teaching efficacy has been defined as a teacher's "*judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated*" [12]. Teaching efficacy has been associated with efficacy for student engagement, efficacy for classroom management, and efficacy for instructional strategies [13]. Efficacy for student engagement refers to teachers' ability to promote student motivation in learning, efficacy for classroom management refers to teachers' ability to control disruptive behavior and have students follow classroom rules, and efficacy for instructional strategies refers to teachers' ability to use effective strategies for teaching [12]. The sense of teaching efficacy construct has been linked with important outcomes for teachers, including the use of effective teaching efficacy [13].

A large literature provides strong evidence for that job satisfaction is strictly related to burnout among teaching staff [24, 25]. Many other researchers indicate that those employees who suffer burnout are located in lower levels of job satisfaction which cause reduction in their motivation and performance [26]. Different studies show that burnout relates to job satisfaction negatively. Many other researchers indicate that those employees who suffer burnout are located in lower levels of job satisfaction which cause reduction in their motivation and performance. In some studies, emotional exhaustion and depersonalization among young teachers is greater than older ones. In other researches, older teachers' job burnout is greater than younger ones and vice versa [27]. Previous studies show that gender is not a strong predictor for job burnout. In some studies, women have more scores than men in terms of emotional exhaustion and men have more scores than women in terms of pessimism [28]. There are also researchers who have not reported a significant relationship between demographic variables and burnout (Overall review of literature shows that a kind of remarkable disharmony is seen regarding the relations between different variables and burnout in academic researches).

Cherniss [29], claims that understanding teacher self-efficacy can have contributions to teachers in terms of understanding and coping with burnout [26]. Bandura [30] puts forward that teacher self-efficacy can have a positive effect on teacher motivation and performance. Chwalisz, K.D., Altmaier, E.M., & Russell, D.W. [31] approach the relationship between *Teacher* self-efficacy and burnout from the point of job related stress factors. The researchers put forward that when teachers with high self-efficacy levels experience

problems related with their profession dwell on these problems and make an effort to solve them. Conversely, teachers with low self-efficacy levels avoid such problems and try to solve their emotional disturbances in their inner world. This situation contributes a lot to teacher burnout. From this point of view, we can assert that teacher burnout can be caused by the break of belief in the job related efficacy. All in all, self-efficacy beliefs of teachers have an important place in overcoming burnout syndrome. From the point of the theoretical framework reviewed above, the relationship between teacher self-efficacy and burnout was thought as an area which deserves researching, and some suggestions were made in the direction of research findings.

Trentham, Silvern and Brogdon 1985 as cited in Akomolafe M.J and Ogunmakin [32] found that teachers' self-efficacy is related to teachers' job satisfaction and their competence as rated by school superintendents. Other studies also showed that teachers' self-efficacy affect and sustain teachers' job commitment and satisfaction (Caprara, Barbaranelline Borgogni, Petitta, Rubinacci [25]. Telef [33] investigated the relationship between the self-efficacy, job satisfaction, life satisfaction and burnout of teachers. Results indicated that self-efficacy has statistically significant positive relationship with teachers' job and life satisfactions.

METHODS

The Purpose of this study was to examine the relationship among job satisfaction, burn out and academic achievement secondary school teachers the case of summer in service teachers in Haramaya University. In order to obtain the necessary information correlational research design was employed: In general section contains the population, sampling technique, instrument of data collection, procedure of data collection and data analysis.

Participants: The participants of this study are summer in service teachers in Haramaya University. The researcher selects three colleges namely College of Education and Behavioral Sciences, College of Natural and Behavioral Sciences and College of Social Sciences and Humanities. From college of Education and Behavioral Sciences there are three departments that teaches summer in service teachers, in College of Natural and Computational Sciences there are four departments that teaches summer in service teachers and in College of Social Sciences and Humanities there are four departments that teaches summer in service teacher. From this two departments from each department randomly selected to participate for the study. Accordingly, the following departments randomly selected from each colleges.

Table-1: Summary of Samples Drawn from each of the Sampling Frame

No	College	School/ department			Total
1	CEBS	SNIE	Male	24	42
			female	18	
		AECD	Male	14	27
			Female	13	
2	CNCS	Biology	Male	14	24
			Female	10	
		Chemistry	Male	20	37
			Female	17	
3	CSSH	Geography	Male	22	38
			Female	16	
		History	Male	20	35
			Female	15	
			Total	203	203

Instruments of data collection: A self-report questionnaire was used in order to collect data from participants of the study. The instrument has four parts. The first part contains five items that assess the background information of participants. The second part of the instrument contains ten items that assess the job satisfaction of participants. This scale is adapted from Scott Macdonald and Peter MacIntyre 1997. The scale has a reliability of 0.73. The second part of the instrument contains 22 items that assess the burn out status of teachers. The scale was developed by Maslach, C. [7] and it has a reliability of 0.74 and the fourth part

of the item consists of 10 items that assess teachers teaching efficacy scale. It has a reliability of 0.77.

FINDINGS

Different statistical methods were utilized (ranging from simple descriptive ones to more complex statistical procedures of inferential statistics). The type of statistical tests were selected on the basis of the nature of data available and the type of research questions set in order to be answered at the end of the study. The initial part of the analysis provided general description and explanation about major background

data using frequency distribution, mean and standard deviations about the study population.

In order to check the status of job satisfaction and burn our frequency was used. Pearson moment correlation test was employed to test the relationship between job satisfaction, burnout and teaching efficacy.

Table-2: Background of participants

No	Characteristics	Option	Number	Percent
1.	Sex of respondents	Male	114	56
		Female	89	44
		Total	203	100.0
2.	Age of participants	<25	5	2.5
		25-29	114	56.2
		30-34	55	27.1
		35-39	18	8.9
		>40	11	5.4
	Total	203	100.0	
3.	Experience of participants	5.00 - 9	120	59.1
		9- 13	45	22.2
		13- 17	29	14.3
		17- 21	6	3.0
		21+	3	1.5
		Total	203	100.0

As can be shown in table two the majority of the participants (56%) are males where 46 % person of the participants were female. On the other hand the significant majority of the participants age (56%) fall with the age category of 25-29 followed by participants with the age category 30-34 (27.1%). The table also

shows that the majority of the participant (59.1%) has a teaching experience of 5-9 years followed by participants with a teaching experience of 9-13 (22.2%).

Status of job satisfaction

Table-3: status of job satisfaction

No	Very high		High		Average		Low		Very low	
	no	%	No	%	No	%	no	%	No	%
1.	36	17.73	49	24.65	66	32.51	30	14.78	22	10.84

As table three shows the majority of the participants (33.51%) have an average job satisfaction level and 49 (24.65%) has high satisfaction level

followed by very high (17.78%) low (14.78%) and very low (10.84%).

Status of burn out

Table-4: Status of burn out

no			NO	%
1	Emotional exhaustion	High level burnout	65	32
		Moderate Burn out	109	54
		Low level burnout	29	14
		Total	203	100
2	Depersonalization	High level burnout	172	85
		Moderate Burn out	24	12
		Low level burnout	7	3
		Total	203	100
3	Personal Achievement	High level burnout	78	38
		Moderate Burn out	53	26
		Low level burnout	72	35
		Total	203	100

As Table 4 shows : On the first part of burnout scale (depressive anxiety) the majority of the participant(54%) experience a moderate level of

anxiety, following with the number of participants who experience high and low level burn with the percent of 32 and 14 respectively.

On the same table, it shows the second parts of the burnout scale which is about level of experiencing depersonalization. On this part a significant majority of the participants (85%) experience high level of depersonalization. The rest 12 and 3 % experience moderate and low level of depersonalization.

Table four also depicts the third part of the burnout scale which about personal achievement. On this part 38% of the participant experience high level

burnout and 35 and 26% of the participant experience low and moderate level burnout respectively.

According to Maslach burnout scale A high score in the first two sections and a low score in the last section may indicate. Therefore, Table four clearly shows that summer in service teachers at Haramaya university experience burnout.

The relationship among Job satisfaction, burnout and teaching efficacy

Table-4: The relationship among job satisfaction, burnout and teaching efficacy

Correlations		Job satisfaction of teachers	Burnout	Teachers efficacy
Job satisfaction of teachers	Pearson Correlation	1	-.271**	.213**
	Sig. (2-tailed)		.000	.002
	N	203	200	203
Burnout	Pearson Correlation	-.271**	1	-.215**
	Sig. (2-tailed)	.000		.002
	N	200	200	200
Teachers efficacy	Pearson Correlation	.213**	-.215**	1
	Sig. (2-tailed)	.002	.002	
	N	203	200	203

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

As table 4 depicts that there is a significant negative correlation between job satisfaction and burn out $r=-.271$. This means that as the job satisfaction of teachers decrease, their burn out level will increase. On the other hand the table shows a significant positive correlation ($r=.213^{**}$) between job satisfaction and burn out. It means as the job satisfaction level of teachers increases their teaching efficacy also increase. The table also shows a significant negative correlation ($-.215^{**}$) between burn out and teaching efficacy. It means as the burn out level of increase the teaching efficacy of the teachers decrease.

DISCUSSION

This study was primarily designed to examine the relationship among job satisfaction, burnout and teaching efficacy of secondary school teachers. This research came up with the finding that secondary school teachers in the study area have an average level of job satisfaction. This finding is consistent other research findings Apandi Omar [34], Lim Yee Chian [35], Anbar, A. & Eker, M. [36]. Consistent with other studies [3] this research found out that secondary school teachers in the study area have experienced high level of burnout. Parker and Martin, 200, revealed that teachers' scores are among the highest levels of burnout among service professionals. Others studies like Fernet, Guay, Senécal, and Austin [22] reported in their research that as many as 20% of the teachers in the area of Canada, where their study took place, had burnout symptoms at least once a week. These show the challenge and vulnerability of teachers for burn out in different countries and context.

Another important research question for empirical testing for this research was examining the relationship between job satisfaction and burn out of secondary school teachers. The data gather for this study depicts that there is a significant negative relationship between job satisfaction and burnout. This means as job satisfaction decreases their level of burn out will increase. Like this study there other research findings that came up with the result of negative relationship between job satisfaction and burn out. Guglielmi & Tatrow [24], Sünbül [25] found out that job satisfaction and burn out have strong relationship with each other. On these studies it reported that burnout relates to job satisfaction negatively. Those employees who suffer burnout are located in lower levels of job satisfaction which cause reduction in their motivation and performance.

The data gathered to examine the relationship between job satisfaction and teaching efficacy shows that there is a significant positive relationship between job satisfaction and teaching efficacy. In line with this study Trentham, Silvern and Brogdon 1985 as cited in Akomolafe M.J and Ogunmakin [32] found that teachers' self-efficacy is related to teachers' job satisfaction and their competence as rated by school superintendents. Other studies also showed that teachers' self-efficacy affect and sustain teachers' job commitment and satisfaction Caprara, Barbaranelline Borgogni, Petitta, Rubinacci[25]. Telef [33] investigated the relationship between the self-efficacy, job satisfaction, life satisfaction and burnout of teachers. Results indicated that self-efficacy has

statistically significant positive relationship with teachers' job and life satisfactions.

The study also indicates that there is a significant negative relationship between burnout and teaching efficacy of teachers in the study area. Consistent with this study Cherniss[29], claims that understanding teacher self-efficacy can have contributions to teachers in terms of understanding and coping with burnout [26]. Other studies like Chwalisz, K.D., Altmaier, E.M., & Russell, D.W. [31] approach the relationship between *Teacher* self-efficacy and burnout from the point of job related stress factors. This study indicates that teachers with high teaching efficacy experienced low level of burn out. Conversely, teachers with low teaching efficacy experience high level burn out

CONCLUSION

The findings of this research generally suggest the following major conclusions regarding the relationship among job satisfaction, burnout and teaching efficacy of secondary school teachers in summer in service teachers of Haramaya University.

- Secondary school teachers in the study area have an average level of job satisfaction.
- Job satisfaction and burn out have significant negative relationship. As job satisfaction of teachers decreases their level of experiencing burn out increased.
- In general, Secondary school teachers have experienced high level of burn out.
- There is also a significant negative relationship between burn out and teachers teaching efficacy.
- Job satisfaction and teaching efficacy have significant positive relationship.

The following suggestions would help in addressing the gaps noted:

- The government should take a serious measure to enhance the job satisfaction level of secondary school teachers.
- Psychologists, University officials, woreda, zone and region education offices should collaborate with teachers to understand the level of burn out of secondary school teachers. They should also arrange trainings and other support systems to address the burn out of teachers
- Different training and empowerment programs should be arranged to enhance the teaching efficacy of secondary school teachers.

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