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## Drained and Contented: The Association between Burnout and Job Satisfaction among High School Teachers in Kiambu County, Kenya

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### **Abstract:**

*Burnout and job satisfaction go hand in hand because they highly influence work performance. This study investigates the association between workload-related burnout and job satisfaction among teachers in public secondary schools in Kiambu County, Kenya. The study included a sample of 367 teachers drawn from a targeted population of 4,447 teachers in public secondary schools. The study employed a descriptive survey design. The Maslach Burnout Inventory Scale (MBI-S) was used to assess the three dimensions of burnout and Job Satisfaction Survey Scale (JSS-S) to assess the teachers' job satisfaction. The study used descriptive and inferential statistics (chi-square) to analyse the data. The study found that teacher burnout had a strong and positive association with job satisfaction and recommends addressing the causes of burnout to enhance job satisfaction among teachers.*

**Keywords:** Burnout, job satisfaction, workload, public secondary schools, Kenya

### **1. Introduction**

Research has vastly linked job satisfaction to quality professional work and productivity, which also applies to teachers (Kalamawei, Abeki, & Dienye, 2016; Khan et al., 2014). Kalamawei, Abeki, and Dienye (2016) argued that satisfied professionals are more productive at work and keen to ensure quality work and tend to stay in their workplaces. Similarly, Khan et al. (2014) established that job satisfaction significantly enhanced productivity and a positive attitude towards work while reducing absenteeism. The work done by teachers in contemporary society is complex as they have to multitask, which is overwhelming at times. According to Zheltoukhova, O'Dea, and Bevan (2012), workload demands that exceed one's capacity can lead to negative emotions because they feel stretched beyond their expectations and strength. Additionally, these multiple tasks might overwhelm the person emotionally, mentally, and physically (Bodenheimer & Shuster, 2020). As a result, the pressure builds up leads to emotional exhaustion and loss of personal attachment to work that they could have previously enjoyed doing, thus resulting in burnout. Anap, Iyer, and Rao (2017) opined that excessive workload has harmful effects on a person's health, leading to negative emotions. Therefore, professional teachers need to be mentally and emotionally healthy and satisfied with their jobs to be effective in their work.

Burnout is a state of emotional and mental exhaustion, physical fatigue, and general weariness due to prolonged exposure to stress (Maslach, 1993; Maslach, Schaufeli & Leiter, 2017). The tendency to experience feelings of tiredness, low or lack of energy, and lack of morale can occur at the workplace due to work-related stress. Thus, burnout occurs after the individual has been exposed to a nerve-wracking situation for some time (Maslach, Schaufeli & Leiter, 2017; Muasya, 2016; Sichambo, Maragia & Simiyu, 2012). Burnout has three dimensions that develop progressively. Emotional exhaustion, a state of low energy and feelings of inadequacy, sets the ground for burnout; Depersonalization follows, which is a state of personal detachment where the person feels that they have nothing to do with other people; Diminished personal accomplishment develops last. Diminished personal accomplishment is characterized by discouragement, frustration, demoralization, low morale, low energy, poor intra, and interpersonal relationships, absenteeism, psychosomatic diseases, physiological sickness, and increased desire to leave the job (Maslach & Leiter, 2017; Maslach, 2017). By this point, the person's psychological, emotional, and physical resources are minimal such that the person is not able to do much at work. Maslach (2017) further affirms that although burnout is a negative state experienced during work engagement, it is not a permanent state but dynamic and depends on work demands at a particular time. Therefore, burnout results from situational and individual factors experienced at work (Leiter & Maslach, 2017). It affects a variety of professionals who work with the human population, including teachers who deal with the student population.

On the other hand, job satisfaction is a state of pleasant feelings, confidence and optimism, and a positive attitude experienced by individuals when they self-evaluate their work and expectations. According to Ladebo (2005), job

satisfaction has a positive impact and benefits acquired during the employee's service or after accomplishing a particular task. Hong, Hamid, and Salleh (2013) stated that job satisfaction is the employee's degree of contentedness and happiness with the work, while Kumar, Ahmed, Shaikh, Hafeez, and Hafeez (2013) explained job satisfaction in terms of the attitude and feelings that individuals may develop regarding their work. Job satisfaction depends not only on the nature of the job but also on employees' expectations. Job satisfaction has various facets. These are; pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, co-workers, nature of work, and communication (Spector, 1994). Various teachers might experience pleasant or unpleasant feelings towards their work after self-evaluation of job satisfaction facets, suggesting that teachers who have unpleasant feelings about their workload are likely to be less satisfied with their work.

## 2. Literature Review

Burnout and job satisfaction have been studied widely, and several studies have found that they are related. However, there is no consensus on the direction of the relationship. Several studies show that there is a negative association between burnout and job satisfaction (Esfandiari & Kamali, 2016; Goswami, 2013; Iglesias and De Bengoa Vallejo, 2013; Kroupis et al., 2017; Molero Jurado, Perez-Fuentes, Atria, Oropesa Ruiz, & Gazquez Linares, 2019; Pavalache-Ilie & Ursu, 2016; Wei & Abdullah, 2016; Yorulmaz, Colak & Altinkurt, 2017). However, others reveal a positive relationship between burnout and job satisfaction (Khera, 2017; skaalvik, 2014; 2015; 2020), while others indicate a partial positive relationship between the two variables (Hansen, Buitendach, & Kanengoni, 2015; Kumar, 2015). For instance, in a study conducted to investigate the relationship between burnout and job satisfaction of academicians in Oman, the results indicated that emotional exhaustion and diminished personal accomplishment were negatively related to job satisfaction, while Kumar (2015) found a positive relationship between depersonalization and job satisfaction.

In another study conducted on burnout and job satisfaction among high school teachers in several Italian provinces using a questionnaire distributed to a sample of 500 high school teachers from different schools, the study established that burnout was negatively associated with job satisfaction (Molero Jurado et al. (2019). Specifically, participants with higher burnout across the four explored dimensions, including psychophysical exhaustion, impaired relations, professional inefficacy, and disillusion, were found to have low job satisfaction. High burnout was associated with a lack of coping abilities. The study suggested that a high demanding workload combined with a lack of coping skills led to increased burnout. Another study conducted among high school teachers in Romania using a sample size of 113 participants and with the help of Oldenburg Burnout Inventory and Job Satisfaction Survey revealed that burnout was negatively related to job satisfaction (Pavalache-Ilie & Ursu, 2016).

Yorulmaz, Colak, and Altinkurt (2017) conducted a meta-analysis study on the relationship between job satisfaction and burnout among teachers in Turkey to examine the direction of relationships between the two variables. Yorulmaz, Colak, and Altinkurt (2017) established that low job satisfaction was negatively related to burnout using a sample size of 3,778 participants for emotional exhaustion and depersonalization and 3,455 participants for reduced personal accomplishment drawn from 29 studies. Moreover, Esfandiari and Kamali (2016), in a study conducted on the relationship between job satisfaction, teacher burnout, and teacher autonomy, established that burnout was negatively related to job satisfaction. The study used a sample of 207 language teachers drawn from language institutes in Karaj and Tehran selected using convenience sampling and collected data using questionnaires. According to Esfandiari and Kamali (2016), teachers lamented spending a lot of energy dealing with the indiscipline cases of students and other students' related issues.

However, Kroupis et al. (2017) conducted a study to explore the association of job satisfaction and burnout among Greek P.E teachers using a sample of 282 participants drawn from both private and public schools. They used the Employee Satisfaction Inventory to measure job satisfaction and Maslach burnout inventory scale to measure burnout (MBI-S) to collect data. The results revealed a weak and negative relationship between job satisfaction and burnout, implying that increased job satisfaction led to decreased burnout. Wei and Abdullah (2016) found a negative association between job satisfaction and burnout among teachers. Wei and Abdullah conducted a study to establish the relationship between job satisfaction and burnout with the help of Maslach Burnout Inventory-Educators Scale and Job Satisfaction Survey questionnaires to collect data from a sample of teachers drawn from the Chinese independent secondary schools.

Tarcan, Tarcan, and Top (2017) examined the influence of burnout on job satisfaction using a sample of 250 medical practitioners and personnel drawn from two hospitals in Turkey with the help of the Maslach Burnout Inventory Scale and Minnesota Satisfaction Questionnaire. The results indicated a negative relationship between burnout and job satisfaction, where an increase in the three dimensions of burnout led to a decrease in job satisfaction. According to Tarcan, Tarca, and Top (2017), emotional exhaustion was the main contributor to burnout. Another study conducted to establish the effects of stress on job burnout using a sample of 1464 participants drawn from China bank employees reported a negative association between stress, burnout, and job satisfaction (Wu et al., 2021). The study used Job Stress Assessment Scale, Perceived Social Support Scale, Minnesota Job Satisfaction Scale, and Maslach Burnout Inventory Scale-General Survey to collect the data. However, Iglesias and De Bengoa Vallejo (2013) examined the prevalence and relationship between burnout and job satisfaction using a sample of 74 nurses drawn from Spanish critical care nurses and found a negative association between burnout and job satisfaction. Hombrados-Mendieta and Cosano-Rivas (2013) conducted a study to investigate the effects of burnout on job satisfaction using a sample of social workers drawn from Malaga, Spain. The study results revealed that burnout negatively affected job satisfaction (Hombrados-Mendieta & Cosano-Rivas, 2013). Kara (2020) and Kim, Ra, Park & Kwon (2017) reported similar findings.

Further, Goswami (2013) investigated the relationship between job burnout and job satisfaction among secondary school teachers working in Secondary schools of Kamrup districts, Assam, with a sample of 300 participants selected based on a stratified random sampling procedure from 30 high schools both rural and urban. The sample included both rural and urban schools spread across various locations within the district. The Maslach Burnout Inventory was used to measure dimensions of teachers' burnout, while the Job Satisfaction Scale (JSS) measured the subjects' job satisfaction level, and analysis was performed using Pearson *r* and *t*-test. The study results showed that job burnout led to decreased job satisfaction.

Sak (2018) scrutinized gender differences among teachers' job satisfaction and job burnout. The researcher used Job Satisfaction Survey and the Maslach Burnout Inventory scales to collect data from a sample of 233 participants, among them 141 female and 92 male teachers and analysed the data using *t*-tests and one-way MANOVA (Sak, 2018). The results indicated that the teachers with higher burnout also had lower job satisfaction, and those with low burnout had higher job satisfaction. On the other hand, Mullen, Blount, Lambie, and Chae (2017) examined the school counselors' perception of stress, burnout, and job satisfaction from a sample of 750 school counselors. Their research findings indicated that while stress and burnout were strongly and positively correlated, both were negatively correlated to the school counselors' job satisfaction. Additionally, Mullen, Malone, Denney, and Santa Dietz (2018) examined job stress, burnout, job satisfaction, and turnover intention using a sample of 789 drawn from the students' affairs professionals. Their results indicated that higher high burnout and low job satisfaction were related and led to high turnover and dissatisfaction among teachers.

Afsar, Govil, and Gupta (2015) linked to high absenteeism, low productivity and inefficiency, lack of commitment, low motivation, low self-esteem, frequent job change, and lack of interest in teaching. Their study had examined the relationship between burnout and demographic variables using a sample of 300 secondary school teachers from Aligarh district of Uttar Pradesh and had used and analysed the data using a *t*-test and analysis of variance. Similarly, Myhren, Ekeberg, and Stokland (2013) established that participants with higher burnout levels tended to have low job satisfaction, while those with low burnout levels indicated high Job satisfaction suggesting that high work-related burnout might lead to low satisfaction levels of the individual teachers.

Several studies associated high burnout and high job satisfaction (Khera, 2017; Skaalvik & Skaalvik, 2014; Skaalvik & Skaalvik, 2015; Skaalvik, 2020). Skaalvik and Skaalvik (2014) argued that teachers' autonomy, social support, co-workers' relationship, teacher –students' relationship, cooperation, and teamwork contributed to the reduction of burnout while they increased levels of job satisfaction among teachers. The study had examined the relationship between teacher self-efficacy, perceived autonomy and teacher engagement, job satisfaction, and emotional exhaustion with the help of the Teacher Self-Efficacy Scale, the Teacher Autonomy Scale, the Utrecht Work Engagement Scale, the Teacher Job Satisfaction Scale, and the Maslach Burnout Inventory questionnaires to collect data from a sample of 2569 Norwegian teachers drawn from the elementary and middle schools. Additionally, Skaalvik (2020), in a study investigating emotional exhaustion and job satisfaction among Norwegian school principals, reported that individuals with high burnout also had high job satisfaction. Skaalvik (2020) related time, pressure, and inadequate resources with increased burnout and low job satisfaction among teachers. Khera (2017) conducted a study to investigate the relationship between Burnout and Job Satisfaction with a sample of 150 participants drawn from healthcare professionals in a government hospital in Chandigarh, India. The findings revealed that burnout was positively related to job satisfaction. Skaalvik and Skaalvik, (2015) reported similar findings.

Hansen, Buitendach, and Kanengoni (2015) partially associated burnout with positive characteristics of the job, including collegiality, support from the supervisors, and feelings about the work. Their study established the relationship between teachers' psychological capital, burnout, and job satisfaction. It revealed that although there was moderate burnout, the teachers who experienced positive emotions regularly and had intermittent negative emotions were likely to be satisfied with their work. The study collected data from a sample of 103 educators drawn from Umlazi region in South Africa and used the Psychological Capital Questionnaire (PCQ), Satisfaction with Life Scale (SWLS), Oldenberg Burnout Inventory (OLBI), and Minnesota job satisfaction questionnaire. Another study investigating the relationship between burnout and job satisfaction of academicians in Oman, established that emotional exhaustion and diminished personal accomplishment were negatively related while depersonalization was positively associated with job satisfaction (Kumar, 2015).

In Kenya, the workload for teachers has increased due to the inadequate number of teachers, increasing teacher responsibilities due to the large number of students (Musyoka, Cheloti, & Maithya, 2018; Ndethiu et al., 2017; Njiru, 2014; Wangui, Ombui, & Iravo, 2016). As a result, teachers are mentally and emotionally overwhelmed, leading to low job satisfaction (Skaalvik & Skaalvik, 2016). As noted by Wanyonyi and Poipoi (2019) in their study on the influence of burnout on the productivity of secondary school teachers in Bungoma South Sub-County, Kenya, burnout negatively influences the productivity and physical health of teachers. Further, the study revealed that the primary cause of burnout is the job demands placed on teachers. As Renata, Warddiah, and Kristiawan (2018) notes, large classes increase the workload for teachers. According to Wang, Zheng, Hu and Zheng (2014), people suffer burnout when they feel they are unable to cope with the assigned workload. A satisfied teacher may be motivated to work even when the work demands are exhausting. Establishing this association may yield vital information to help address the issues of teacher workload, burnout, and job satisfaction. From the literature reviewed, it was evident that there are inconsistencies in the findings of the past studies. Moreover, most reviewed studies have been done using samples from diverse groups. Further, the association between burnout and job satisfaction, especially in Kiambu County, Kenya, was not clear. Therefore, there was a need to address this concern. The current study examined the association between burnout and job satisfaction among

teachers in public secondary schools and tested the association using the hypothesis that 'there is an association between work-related burnout and job satisfaction among teachers.'

### 3. Research Methodology

This study was descriptive and had a random sample of 367 participants drawn from a target population of 4447 teachers from public secondary schools in Kiambu County, Kenya. Sample determination was calculated using the formula provided by Yamane, 1973.

$$n = \frac{N}{1+N(e)^2}$$

Where n = sample size, N = Total population size and e = level of precision.

The researcher created strata samples proportional to the population from each stratum. The sample was chosen randomly within each stratum to ensure that individuals in a particular sub-group had equal chances of being included in the study sample. The purpose was to ensure that the sample included all the sub-groups and avoided bias.

Burnout in teachers was measured using the Maslach Burnout Inventory Scale (MBI-S). The instrument was adapted and modified from the original scale. Permission was obtained to use the research instrument. The MBI-S has 22 items measured on a 7-Likert Scale. Burnout was assessed based on the frequency with which the respondents experienced the feelings. Attributes of Burnout were captured as follows; emotional exhaustion, depersonalization items, and diminished personal accomplishment.

Job satisfaction was measured using the Job Satisfaction Survey scale (JSS), which measures the degree of satisfaction with the job. The JSS scale was adapted and modified from the original JSS by Spector after piloting and was used to measure the teachers' job satisfaction with the various facets of job satisfaction. Permission to use this questionnaire was sought and granted before the data collection stage JSS is a 5-Likert scale that evaluates how satisfied an individual respondent was with the selected facets of job satisfaction. Five facets of job satisfaction were measured and captured as follows: remuneration, a combination of pay, fringe benefits, and contingent rewards; promotion; working conditions, a combination of operating conditions; and nature of work. Also included were relationship with colleagues and the supervisor. The researcher modified the scale to fit in the Kenyan context.

The data obtained was analysed using both descriptive and inferential statistics. The association between teachers' burnout and job satisfaction was tested using a two-way chi-square, and the strength of the association was tested using the Cramer's V test. The results of descriptive statistics are presented in the form of percentages recorded on frequency tables.

### 4. Results

The objective of this article was to investigate the association between burnout and job satisfaction among teachers. In this study, burnout was the independent variable, while job satisfaction was the dependent variable. The number of teachers that responded appropriately to the questionnaire was 344. The summary statistics of the variables used to undertake this study are presented in Table 1.

Variable	Observations	Mean	Standard Deviation	Minimum	Maximum
Burnout	340	2.052941	.8183858	1	3
Job satisfaction	344	2.686047	1.368207	1	5

Table 1: Summary Descriptive Statistics of the Variables

Table 1 presents the summary statistics for the variables used to undertake the analysis. Burnout had three categories (dimensions) which were represented by '1', '2', and '3' representing 'Emotional exhaustion', 'Depersonalization' and 'Personal accomplishment' respectively. It had 340 observations with a mean and standard deviation of (M=2.0529, SD=0.8184). Job satisfaction had five categories (facets) which were '1', '2', '3', '4', and '5' representing 'Remuneration', 'Promotion', 'Nature of working conditions', 'Relationship with colleagues' and 'Relationship with supervisor' respectively. It had 344 observations with a mean and standard deviation of (M=2.6860, SD=1.3682).

#### 4.1. Distribution of Burnout Responses by Dimensions

Burnout had three dimensions namely; Emotional Exhaustion, Depersonalization and Personal Accomplishment. The distribution of burnout responses according to the dimension are presented in Table 2.

Response	Frequency	Percentage
Emotional Exhaustion	105	30.88%
Depersonalization	112	32.94%
Personal Accomplishment	123	36.18%
Total	340	100%

Table 2: Distribution of Burnout Responses per Dimension

Table 2 shows the distribution of burnout responses per dimension. The study unveiled three dimensions of burnout. From the table, it is clear that the majority of the respondents, 123 (36.18%), were in the category of personal accomplishment of burnout while 105 (30.88%) were in the category of emotional exhaustion of burnout. The minority

were in Depersonalization 112 (32.94%). This was expected because different aspects of the workload are likely to affect the teachers differently. As a result, they experience different levels of burnout across the different dimensions. Also, they respond to burnout differently. Therefore, they are likely to experience different levels of burnout.

#### 4.2. Distribution of Job Satisfaction per Facets

Job satisfaction had five facets. In this study, the five facets of job satisfaction included Promotion, Remuneration, Working conditions, Relationship with colleagues and Relationship with Supervisors. Distributions of responses of job satisfaction according to the facets is presented in Table 3.

Response	Frequency	Percentage
Remuneration	84	24.42%
Promotion	101	29.36%
Working conditions	37	10.76%
Relationship with colleagues	83	24.13%
Relationship with supervisor	39	11.34%
Total	344	100%

Table 3: Job Satisfaction Responses per Facet

Table 3 shows the distribution of job satisfaction responses per facet. Job satisfaction had five aspects. From the results, most of the respondents, 101 (29.36%) were in the promotion category of job satisfaction while the minority, 37 (10.76%) were in the category of the nature of the job. Remuneration had 84 (24.42%), relationship with colleagues 83 (24.13%) and relationship with supervisor 39 (11.34%). This was expected as individuals are expected to be satisfied differently with the different aspects of their work. To ascertain the association between burnout and job satisfaction, a Chi-Square test for association was done to examine the hypothesis 'there is an association between burnout and job satisfaction among secondary school teachers.' The results of the chi-square test analysis are presented in Table 4.

Burnout	Job Satisfaction			
	Degrees of Freedom (DF)	Chi-Square Statistic ( $\chi^2$ )	P-value	Cramer's V
	8	17.3747	0.026	0.1598

Table 4: Chi-Square analysis for the Association between Burnout and Job Satisfaction

Table 4 presents results of Chi-square test for association between burnout and job satisfaction. The findings affirmed the existence of a positive association between burnout and job satisfaction among teachers experiencing various workloads in public secondary schools in Kiambu County ( $\chi^2=17.3747$ ,  $DF=8$ ,  $p=0.026$ ). The association was statistically significant as indicated by the p-value of 0.026 which is less than the 0.05 level of significance. Cramer's V was 0.1598 indicating that there was a strong and positive association between burnout and job satisfaction.

## 5. Discussion of Findings

The section presents discussions that address the findings of objective three of this study which was to establish the association between burnout and job Satisfaction among teachers with various workload categories. From the studies reviewed in the literature, there is no consensus on the association of burnout and job satisfaction. Some studies reveal that there is a negative relationship between burnout and job satisfaction (Esfandiari & Kamali, 2016; Goswami, 2013; Kara, 2020; Kroupis et al., 2017; Molero Jurado et al., 2019; Pavalache-Ilie & Ursu, 2016; Sak, 2018; Mullen Blount, Lambie & Chae, 2017; Mullen, Malone, Denney & Dietz, 2018; Yorulmaz, Colak & Altinkurt, 2017) while others suggested a partial positive relationship (Hansen, Buitendach, & Kanengoni, 2015; Kumar, 2015). In the current study, both burnout and job satisfaction were affected by workload. However, in this objective, burnout acted as the independent variable influencing job satisfaction. The current study results show a positive association between burnout and job satisfaction among teachers experiencing various workloads. ( $\chi^2=17.3747$ ,  $DF=8$ ,  $p=0.026$ ). The association was statistically significant, as indicated by the p-value of 0.026, which is less than the 0.05 level of significance. Cramer's V was 0.1598, indicating a strong and positive association between burnout and job satisfaction. This implies that the higher the burnout, the higher the job satisfaction among the teachers.

The positive findings concur with the findings of (Skaalvik, 2014), who argued that teachers' autonomy, social support, co-workers' relationship, teacher –students' relationship, cooperation, and teamwork contributed to reduced burnout while increasing levels of job satisfaction among teachers. Also, the findings concur with the outcome of other studies that found a positive relationship between burnout and job satisfaction (Khera, 2017; Skaalvik, 2014; 2015; 2020). Additionally, the studies partially concur with Hansen, Buitendach, and Kanengoni (2015), whose findings revealed that educators who experienced positive emotions regularly and intermittent negative emotions were likely to be satisfied, and Kumar (2015) verdict that depersonalization was positively related to job satisfaction while an increase in emotional exhaustion and diminished personal accomplishment while reducing job satisfaction. Elsewhere, Bakker & Leiter (2014) recommended paying good salaries to the workers as a powerful strategy towards reducing burnout and low job satisfaction as it would enable them to meet their personal needs. This suggests that a good remuneration package and a conducive work environment, coupled with an increased number of staff members, would reduce burnout levels and

increase job satisfaction. In addition, increasing the number of teaching staff in a school would reduce teacher workload, hence reducing the work pressure.

The research findings, however, contrast with several previous findings where a negative association between burnout and job satisfaction was reported (Esfandiari & Kamali, 2016; Goswami, 2013; Hmbrados-Mendieta & Cosano-Rivas, 2013; Kroupis et al., 2017; Molero Jurado et al., 2019; Mullen, Blount, Lambie & Chae, 2017; Papasotiriou et al., 2019; Pavalache-Ilie & Ursu, 2016; Sak, 2018; Yorulmaz, Colak & Altinkurt, 2017; Wei & Abdulla, 2016; Wu et al., 2021). The researchers mentioned above found a negative association between burnout and job satisfaction. Elsewhere, Mullen, Malone, Denney & Dietz (2018) argued that high burnout and job satisfaction were not only related but also led to high turnover and dissatisfaction among the teachers, while Tarcan, Tarcan, & Top (2017) reported that emotional exhaustion was the main contributor to less job satisfaction. Additionally, Kim, Ra, Park, and Kwon (2017) found that all the three dimensions of burnout negatively affected the individual's overall job satisfaction.

These findings fit in well with the three theoretical bases proposed for this study which include; Job Demand Theory proposal that strain and burnout occur when there is perceived or real discrepancy between the demands of the job and the resources available to meet those demands (Bakker & Demerouti, 2014); Multidimensional theory proposal that burnout is a state of emotional exhaustion, depersonalization and diminished personal accomplishment which occurs when there is a perceived mismatch between the job demands and the individual coping abilities (Maslach, 1998) and the Two-factor theory proposal that the presence of both motivators and hygiene factors increases individual job satisfaction (Herzberg, 1959; Herzberg, Mausner & Snyderman, 2017). In the current study, motivators and hygiene factors were the resources in this study and included remuneration, promotion, working conditions, relationship with colleagues, and relationship with the supervisor (Bakker & Demerouti, 2014). The implication is that although work-related burnout was high, the availability of resources cushioned job demands making them acceptable and manageable, thus increasing job satisfaction. This is because job resources, both internal and external, act as cushions even when the job demands are putting pressure on the work. Therefore, the resources are important in ensuring job satisfaction.

## 6. Conclusion

The purpose of this study was to investigate the association between burnout and job satisfaction. The study concludes that there is a significant strong and positive association between burnout and job satisfaction. The research findings are important to teachers as the information may enhance their awareness of how burnout interacts with job satisfaction and how it can affect their work and general performance. Also, the findings are critical for organisations such as the ministry of education and teacher employer, the Teachers Service Commission because they can use the information to address the issue of teacher adequacy and thus ensure that teachers are not overwhelmed in their work by being overworked. The study findings add new knowledge in the field of psychology because they established that burnout is a result of a perceived discrepancy between work demands and the individual's ability to cope. Thus, where workload is within the acceptable levels, it is manageable and as a result, burnout is reduced and job satisfaction increases. The study recommends the need for strategies to minimize job burnout and increase the overall teacher job satisfaction.

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