



B.Sc in Psychology
Department of Psychology

Job Satisfaction Among Primary School Teachers and the Relationship with
Experienced Burnout: What Are the Influencing Factors?

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Foreword

Submitted in partial fulfillment of the requirements of the BSc Psychology degree, Reykjavik University, this thesis is presented in the style of an article for submission to a peer-reviewed journal.

Abstract

Knowing what motivates teachers is crucial because of their critical role in society. Previous findings indicate that teachers experience work-related stress due to high workload, impacting both their mental and physical health, including burnout. Despite teachers citing heavy workload, job satisfaction is considered rather high within the profession. The primary goal of the study was to explore different factors of job satisfaction and their connection with burnout among teachers. A sample of 267 primary school teachers took part in the study by answering an online questionnaire. Participants were recruited by contacting principals of all primary schools in the capital area of Iceland ($n = 77$), asking for assistance with distributing the online questionnaire. The results presented a rather high total job satisfaction score among teachers. A significant connection was found between job satisfaction and experienced burnout. Furthermore, quality of supervision and communication was significantly lower among teachers experiencing burnout. Results showed that the majority of participants in the study reported heavy workload. Moreover, workload was significantly higher among teachers experiencing burnout, in addition a significant difference was found between gender and workload.

Keywords: job satisfaction, burnout, teachers, workload, quality of supervision and communication.

Útdráttur

Að þekkja helstu áhrifaþætti sem hvetja kennara áfram í starfi er mikilvægt vegna þess mikilvæga hlutverks sem þeir gegna í samfélaginu. Fyrri rannsóknir benda til þess að kennarar upplifi vinnutengda streitu vegna mikils vinnuálags, sem hefur áhrif á bæði andlega og líkamlega heilsu þeirra, þar á meðal í kulnun. Þrátt fyrir að kennarar upplifi mikið vinnuálag er starfsánægja talin vera nokkuð há innan stéttarinnar. Meginmarkmið rannsóknarinnar var að kanna mismunandi þætti starfsánægju og tengsl þeirra við kulnun meðal kennara. Úrtakið samanstóð af 267 grunnskólakennurum sem tóku þátt í rannsókninni með því að svara spurningalista á netinu. Þátttakendur voru fengnir með því að hafa samband við skólastjóra í öllum grunnskólum höfuðborgarsvæðisins ($n = 77$) þar sem óskað var eftir aðstoð við dreifingu á spurningalistanum. Niðurstöður rannsóknar sýndu fram á nokkuð háa starfsánægju meðal kennara. Marktæk tengsl voru fundin á milli starfsánægju og að hafa upplifað kulnun. Ennfremur var ánægja með heildarstjórnun og samskipti marktækt minni hjá kennurum sem voru í kulnun. Niðurstöður sýndu að meirihluti þátttakenda greindi frá miklu vinnuálagi. Þar að auki upplifðu kennarar í kulnun marktækt meira vinnuálag, auk þess sem marktækur munur fannst milli kyns og vinnuálags.

Lykilorð: starfsánægja, kulnun, kennarar, vinnuálag, heildarstjórnun og samskipti

Job Satisfaction Among Primary School Teachers and the Relationship with Experienced Burnout: What Are the Influencing Factors?

Job satisfaction is a person's attitude regarding their work based on their own observations and assessment (Locke, 1976). It is surprising how long the idea of job satisfaction has been around; it dates back to the beginning of the twentieth century (Hackman, 1980). Job satisfaction was initially discussed by social scientists, other subject-related experts, and directors of major corporations in the 1930's (Hackman, 1980). The directors came to understand how it might be in their best interests and their businesses to enhance employee satisfaction at work, as this tended to improve productivity. A relatively recent definition of job satisfaction is how much someone appreciates and enjoys their job (Ali & Anwar, 2021). Definition of job satisfaction differs between studies, and the measurement of job satisfaction is often different based on the objectives of each study (Ali, W., 2016). Some studies focus on overall job satisfaction (Brown et al., 2019), while others differentiate factors (Baluyos et al., 2019; Perrachione et al., 2008). However, the underlying concept of job satisfaction covers persons' evaluation and attitude towards their work (Ali W., 2016).

The importance of job satisfaction

There seems to be a clear association between job satisfaction and health, according to the findings of a meta-analysis from 2013 (Faragher et al.). The findings imply a link between job satisfaction and both physical and mental health. The correlation established was significant because of a large sample size and the numerous studies. Mental health, including anxiety and depression, had a high association with job satisfaction. This might suggest that work-related stress has a detrimental impact on employees' mental health (Faragher et al., 2013). It is also important to note that the association between both mental and physical

health and job satisfaction appeared to be significantly stronger than the association between other aspects, such as self-esteem. However, the results were not significant.

Job satisfaction and burnout

Numerous studies have shown a connection between job satisfaction and burnout (Çam, 2001; Kalliath, 2003; Ogresta et al., 2008; Swider & Zimmerman, 2010; Sif Einarsdóttir et al., 2019). While job satisfaction and burnout are distinct constructs, they share common elements (Madigan & Kim, 2021). Acknowledging this overlap, researchers often focus on capturing unique aspects of each construct using reliable and validated measurements (Dorta-Afonso et al., 2023). „Burnout is a syndrome conceptualized as resulting from chronic workplace stress that has not been successfully managed“ (World Health Organization, 2019). More recent and in depth definition by Aron (2023) declares that burnout is a phenomenon characterized by high emotional exhaustion—feelings of energy depletion, high depersonalization and detachment from the job, and loss of professional efficacy—sense of ineffectiveness and lack of accomplishment. People who experience burnout over time lose the ability to do their work with interest, this leads to them not being able to produce as much as before and commitment to the job decreases (Çam 2001; Sif Einarsdóttir et al., 2019). The consequences can be absenteeism from work and intentions to retire (Sif Einarsdóttir et al., 2019). Continuing to work, despite burnout, can result in a decrease in staff effectiveness (Maslach et al., 2001; Maslach & Leiter, 2016).

The association between job satisfaction and burnout demonstrates divergent patterns across studies, influenced by the given definitions in each study (Çam, 2001; Kalliath, 2003; Ogresta et al., 2008; Swider & Zimmerman, 2010). A study by Çam (2001) considered low job satisfaction being one of the major causes of burnout, supported by findings from Ogresta et al. (2008). Other studies consider low job satisfaction can be brought on by burnout (Kalliath, 2003; Swider & Zimmerman, 2010). In addition, numerous dysfunctional attitudes,

such as depression, negative feelings towards coworkers, decreased job performance and organizational commitment could be brought on by burnout and have an impact on individual employee behavior as well as organizational performance (Kalliath, 2003; Swider & Zimmerman, 2010).

A study from 2008 (Ogresta et al.) looked at the association between different dimensions of job satisfaction with three dimensions of burnout syndrome; emotional exhaustion, depersonalization and personal accomplishment. Dimensions of job satisfaction in the study were four; superior and colleagues, advancement and benefits, rewards and lastly work climate. Results revealed varying correlation among the dimensions. There was a significant negative correlation between rewards and emotional exhaustion, indicating that employees who were less satisfied with their job were more emotionally exhausted.

Moreover, the results indicated a negative correlation between superior and colleagues and both emotional exhaustion and depersonalization. Additionally, a positive correlation was observed with personal accomplishment, although superior and colleagues correlation with all three dimensions was not significant (Ogresta et al., 2008). A study by Weigl et al. (2016) indicated similar results, that low supervisor support was connected to emotional exhaustion. Both supervision and communication at the workplace seems to affect experienced burnout symptoms (Iosim et al., 2021; Ogresta et al., 2008; Weigl et al., 2016). Poor relationships with colleagues and superiors, especially limited opportunity for exchanging ideas and experiences, along with a lack of positive feedback from superiors can result in burnout (Ogresta et al., 2008). A study by Iosim et al. (2021) explored further the relation between superiors and burnout, resulting in low quality of supervision increasing the risk of burnout.

Job satisfaction and burnout among teachers

It is important to understand what maintains teachers in their professions due to their pivotal role in our society. A study by Baluyos et al. (2019) indicated that higher job

satisfaction leads to better educational quality, school improvement and higher student satisfaction. According to Sergiovanni (2006), teachers who are more satisfied with their jobs are more productive at work. Furthermore, he considered it was important to allow teachers the opportunity to develop their own teaching methods without it being overly constrained by supervisors. Additionally, he considered that too many expectations and rules placed on teachers could have a negative effect on their motivation. Allowing teachers the opportunity to develop their own methods, can come to good use when increasing job satisfaction among teachers (Sergiovanni 2006).

Studies have shown that teachers experience work-related stress (Smetackova et al., 2019; Alore et al., 2014; Herman et al., 2017; Kyriacou, 2010). Teachers' high levels of stress have been attributed to heavy workload within the teaching profession (De Simone et al., 2016). Workload is an employee's critical determinant of their productivity (Rajan, 2018). The majority of teachers cite heavy workload as their primary reason for quitting the field early (Kreuzfeld and Seibt, 2022). The job is characterized by a heavy workload in terms of emotional, mental, and psychosocial factors. In particular, physical symptoms are significantly affected directly by workload, as well as indirectly by job satisfaction (De Simone et al., 2016). There is also a higher incidence of stress-related physical and mental diseases, including burnout, in this field of work than in other occupational groups (De Simone et al., 2016; García-Carmona et al., 2019; Sif Einarsdóttir et al., 2019). Workload has been negatively associated with job satisfaction (Salsabilla et al., 2022). Despite the high workload within the teaching profession, teachers frequently report more job satisfaction than other professions, such as kindergarten teachers and doctors (Schult et al., 2014).

According to the findings from Kreuzfeld and Seibt (2022), mental exhaustion and workload are similar between the genders among the teaching profession, however women are more likely than men to take on too much and become unable to recover from it. Similar

results were found by Lundberg and Frankenhaeuser (1999) where women experienced higher work-related stress due to workload and family responsibilities.

Studies regarding gender difference on job satisfaction among teachers show various results (Okpara et al., 2005 ; Oshagbemi, 2000; Sak, 2018). Various results were shown in three studies among teachers. One study showed women expressing higher job satisfaction than men (Sak, 2018). Another study showed men having higher job satisfaction (Okpara et al., 2005). Third study showed gender having no direct impact on job satisfaction (Oshagbemi, 2000). Majority of studies among teachers have unequal gender distribution within the sample (Alore et al., 2014; De Simone et al., 2016; Herman et al., 2017; Okpara et al., 2005 ; Oshagbemi, 2000; Perrachione et al., 2008; Sak, 2018; Skaalvik & Skaalvik, 2017; Smetackova et al., 2019). Unequal gender differences might be linked with getting various results and limit the ability to fully understand gender related factors regarding job satisfaction and burnout within the profession. Although there may be an uneven gender distribution among studies, the study's sample is representative of the demographics found within the teaching profession. In 2021 the teaching profession in Iceland consisted of 81% women and 19% men (Kennarasamband Íslands, 2022).

Current study

Numerous studies indicate a connection between job satisfaction and burnout, with different factors influencing each construct and the relationship (Çam, 2001; Kalliath, 2003; Ogresta et al., 2008; Swider & Zimmerman, 2010). The divergent findings across multiple studies emphasize the importance of exploring specific factors within job satisfaction that demonstrate different impacts on burnout. It is important to explore this connection further and if results from previous studies can be conducted to Icelandic primary school teachers. The primary goal of the study is to explore different factors of job satisfaction and their connection with experienced burnout among primary school teachers. The hypothesis in the

study are: 1) job satisfaction level is lower among teachers who have experienced burnout, 2) teachers who are experiencing burnout report lower quality of supervision and communication 3) teachers who are experiencing burnout report most workload 4) women experience more workload.

Method

Participants

The study's sample was a convenience sample of 267 participants recruited by contacting all primary school principals in the capital area of Iceland ($n = 77$) and asking for assistance for distributing an online questionnaire to their teachers. The inclusion criteria was being currently employed as a teacher in an Icelandic primary school. The gender distribution was unequal, with 229 women (85.8%), 37 men (13.9%), and one participant who did not inform their gender (0.4%). Participants' ages ranged from 20-65 years old. Table 1 presents participants' age distribution. A total of 240 participants (90.2%) had children and 26 participants (9.8%) did not have children. Participants who had children consisted of having children with average age 18 years or younger ($n = 122$, 45.9%) and having children with average age over 18 years old ($n = 118$, 44.4%).

Table 1

Participants' age distribution

	<i>n</i>	%
Age		
20-26 years	7	2.6
27-35 years	43	16.1
36-40 years	33	12.4
41-47 years	47	17.6
48-55 years	51	19.1
56-65 years	77	28.8
Older than 65 years	9	3.4

Note. $n = 267$.

Measures

To examine job satisfaction and burnout among teachers, participants were asked to answer an online questionnaire. The questionnaire included 21 questions and consisted of demographic questions, statements regarding job satisfaction and one question regarding experienced burnout.

Demographic questions: The first section included five demographic questions regarding gender, age, if they have children and if yes, what their average age is. The questions were closed-ended. Gender and age were answered with multiple choices, children of their own was answered with yes or no options and average age of children was answered with a numeric input.

Job satisfaction questions: The second section included 15 questions with statements regarding job satisfaction. Questions in this section were taken from a list made by Sara Katrín Farmer (2022). That list was mainly based on Hildur Þorsteinsdóttir's list (2019), however some statements were reworded and irrelevant statements were excluded. The statements are as follows "overall, I am happy with my job", "I expect to work at my current workplace permanently", "I feel like I have a good balance between work and private life", "I know what is expected of me at work", "I am under a lot of workload", "a good work ethic prevails within the workplace", "I get support and help with projects from my co-workers when I need them", "I believe that my work is important to others", "I find my job important", "I have good facilities for acquiring continuing education in my current job", "I am asked for my opinion on decisions concerning my fields of work", "communication flow between management and staff is good", "overall, I am happy with the management of the school", "overall, I am happy with my next boss", "I get encouragement from my boss/es in the workplace". Questions were answered on a five-point Likert scale ranging from strongly agree (1) to strongly disagree (5). All statements regarding job satisfaction were computed to

a total job satisfaction score with a good level of reliability ($\alpha = .89$). However, limited research supports the use of the total job satisfaction score resulting in validity needing to be tested further.

Burnout

Experienced burnout among participants was measured with the question “have you experienced burnout?”, following with the study’s definition of burnout (World Health Organization, 2019). The question was answered with the multiple choices: “yes I have experienced burnout”, “yes I am experiencing burnout” and “no I have not experienced burnout”.

Procedure

A cross-sectional study design with a quantitative research method was used in the study. Participants were recruited with the assistance of the principals of many primary schools. From the websites of each and every primary school in the capital area of Iceland, the principals’ emails were found. An email was sent out to the principal of each school with study’s information and asking for assistance with distributing the online survey. The principals were allowed to read the questionnaire and the questionnaire's instructions to decide whether they wanted to share it with their staff. Those who agreed to distribute the survey then went on to email their teachers, who could choose to participate or not.

Before proceeding to the questions it was required of all participants to read the informational page regarding the research and provide for an informed consent. Participants were informed that the survey concerned job satisfaction and burnout and that the study was a part of a psychology student's BSc thesis at Reykjavík University. Participants were informed that they had to be a teacher employed in a primary school in Iceland. Participants were made aware that the survey was anonymous and responses were non-identifiable. Finally, on the informational page the participants were made aware that the submission of their survey

responses constituted consent. Participants were able to end their participation at any time if they did not want to proceed further. Participation was optional and participants did not receive any compensation for taking part in the study. Identical questions were asked to each participant. Data were collected through the online survey form Question Pro and took place from March 14th to March 28th.

Data analysis

For data analysis the statistical program SPSS (28th edition) was used. Missing values were analysed. For gender, the response option “other” was defined as a missing value since there was only one participant in that gender group and therefore not suitable for further data analysis. All items concerning job satisfaction were computed to a total job satisfaction score. Participants could have scored from 1-5 points. Except for one, all variables concerning job satisfaction were reversed so higher scores indicated higher job satisfaction. The variable “I am under a lot of workload” was not reversed.

When analysing the comparison between burnout groups for items concerning job satisfaction, and total job satisfaction score as well. In order to make the groups more equal, the response options were categorised into two groups: had not experience burnout (“no I have not experienced burnout”) and had experienced burnout (“yes I have experienced burnout” and “yes I am experiencing burnout”). However, the three burnout groups were taken into consideration to gain a better understanding of the connection with both workload and quality of supervision and communication within the group experiencing burnout.

To measure quality of supervision and communication eight variables concerning job satisfaction were computed to a quality of supervision and communication total score. Variables that were descriptive of the factor, with the support of exploratory factor analysis, were included in the factor. Following variables were: “communication flow between management and staff is good”, “overall, I am happy with the management of the school”,

“overall, I am happy with my next boss”, “I get encouragement from my boss/es in the workplace”, “I am asked for my opinion on decisions concerning my fields of work”, “a good work ethic prevails within the workplace”, “I get support and help with projects from my co-workers when I need them”, “I know what is expected of me at work”. Participants could have scored from 1-5 points. All variables containing the factor “quality of supervision and communication” were reversed so that higher scores indicated a higher quality of supervision and communication. The quality of supervision and communication total score revealed a good level of reliability ($\alpha = .910$). However, validity needs to be tested further.

The variable “I am under a lot of workload” was analysed apart from the total job satisfaction score. Participants could have scored from 1-5. The variable was reversed so higher scores indicated a higher workload.

Descriptive statistics were used to analyse participants’ demographic information and responses to the questions. To compare means between the two burnout groups for all variables concerning job satisfaction, and total job satisfaction score as well, an independent t-test was conducted. One-way anova was conducted to compare means between the three burnout groups and quality of supervision and communication total score, as well as for workload. To compare means between gender for total job satisfaction score and workload an independent t-test was conducted.

Results

The study aimed to explore participants’ job satisfaction and its relation with experienced burnout. Most of the participants ($n = 221$, 83.1%) did agree or strongly agree with the statement “overall, I am happy with my job”, indicated that the majority of participants were satisfied with their job.

Table 2 shows the means and standard deviation for items concerning job satisfaction. The statement “I find my job important” had the highest mean score of all items concerning

job satisfaction ($M = 4.81$, $SD = 0.44$). The total job satisfaction score ranged from 1.93 to 4.80 with a mean score of 3.84 ($SD = 0.59$).

Table 2

Descriptive statistic for items concerning job satisfaction

	<i>n</i>	<i>M</i>	<i>SD</i>
“Overall, I am happy with my job”	266	4.06	0.77
“I expect to work at my current workplace permanently”	267	3.58	1.14
“I feel like I have a good balance between work and private life”	267	3.54	1.06
“I know what is expected of me at work”	267	4.24	0.75
“I am under a lot of workload”	266	1.84	0.83
“A good work ethic prevails within the workplace”	266	4.06	0.89
“I get support and help with projects from my co-workers when I need them”	266	4.33	0.81
“I believe that my work is important to others”	267	3.84	0.92
“I find my job important”	267	4.81	0.44
“I have good facilities for acquiring continuing education in my current job”	267	4.00	0.85
“I am asked for my opinion on decisions concerning my fields of work”	267	3.63	1.07
“Communication flow between management and staff is good”	267	3.96	0.97
“Overall, I am happy with the management of the school”	267	3.81	1.10
“Overall, I am happy with my next boss”	266	4.06	1.08
“I get encouragement from my boss/es in the workplace”	267	3.86	1.07
Total job satisfaction score	262	3.84	0.59

Note. Scores ranged from 1-5. Variables were reversed so higher scores indicated higher job satisfaction.

A total of 176 participants (65.9%) had never experienced burnout. However, 69 participants (25.8%) had experienced burnout and 22 participants (8.2%) were experiencing burnout. Table 3 shows means, standard deviation for items concerning job satisfaction in comparison with the two burnout groups and its p -value. Participants who had experienced burnout had lower mean score of all items concerning job satisfaction (see Table 3). An independent sample t-test was conducted to test the first hypothesis by comparing the means for job satisfaction level among the two burnout groups. Participants who had experienced burnout scored lower on total job satisfaction score ($M = 3.66$, $SD = 0.64$), than those who had not experienced burnout ($M = 3.93$, $SD = 0.54$). This difference was significant, $t(260) = 3.526$, $p < .001$.

Table 3*Mean comparison for items concerning job satisfaction between burnout groups*

	Had not experienced burnout			Had experienced burnout			<i>p</i>
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	
“Overall, I am happy with my job”	175	4.18	0.69	91	3.84	0.86	<.001*
“I expect to work at my current workplace permanently”	176	3.69	1.11	91	3.38	1.17	.039*
“I feel like I have a good balance between work and private life”	176	3.76	0.98	91	3.12	1.09	<.001*
“I know what is expected of me at work”	176	4.30	0.71	91	4.14	0.81	.115
“I am under a lot of workload”	175	1.93	0.82	91	1.66	0.82	.011*
“A good work ethic prevails within the workplace”	175	4.11	0.86	91	3.95	0.92	.140
“I get support and help with projects from my co-workers when I need them”	176	4.41	0.77	90	4.17	0.86	.017*
“I believe that my work is important to others”	176	3.90	0.88	91	3.71	0.99	.138
“I find my job important”	176	4.82	0.40	91	4.79	0.51	.635
“I have good facilities for acquiring continuing education in my current job”	176	4.05	0.83	91	3.90	0.87	.188
“I am asked for my opinion on decisions concerning my fields of work”	176	3.70	0.97	91	3.49	1.22	.157
“Communication flow between management and staff is good”	176	4.08	0.91	91	3.74	1.05	.006*
“Overall, I am happy with the management of the school”	176	3.94	1.03	91	3.55	1.20	.009*
“Overall, I am happy with my next boss”	176	4.14	1.04	90	3.91	1.13	.106
“I get encouragement from my boss/es in the workplace”	176	3.94	1.03	91	3.69	1.13	.070
Total job satisfaction score	173	3.93	0.54	89	3.66	0.64	<.001*

Note. * the mean difference is significant at the 0.05 level $p < .05$.

The total score for quality of supervision and communication ranged from 1.25 to 5 with a mean score of 3.99 ($SD = 0.76$). To test the second hypothesis of the study an one-way ANOVA was conducted. Participants who were experiencing burnout scored the lowest on quality of supervision and communication total score ($M = 3.27$, $SD = 0.87$) compared to the other two burnout groups (see table 4). There was a significant difference for quality of supervision and communication between the three burnout groups, $F(2, 261) = 11.275$, $p < .001$. According to the Bonferroni post hoc test, there was a significant difference between the groups that had not experienced burnout and were experiencing burnout ($MD = -0.81$, $p < .001$). In addition, there was a significant difference between the groups that had experienced burnout and were experiencing burnout ($MD = -0.72$, $p < .001$). Table 4 shows means, standard deviation and one-way analysis of variance in quality of supervision and communication total score between burnout groups.

Table 4

Means, standard deviation and one-way analysis of variance in quality of supervision and communication total score.

	Had not experienced burnout		Had experienced burnout		Were experiencing burnout		$F(2,261)$	p
	M	SD	M	SD	M	SD		
Quality of supervision and communication total score	4.08	0.71	3.99	0.76	3.27	0.87	11.275	<.001*

*Note.** the mean difference is significant at the 0.05 level $p < .05$.

Majority of the participants ($n = 205$, 77.1%) did agree or strongly agree with the statement “I am under a lot of workload”. Participants’ scores ranged from 2 to 5 with a mean score of 4.16 ($SD = 0.83$). Indicating that participants experienced heavy workload. Table 5 shows means, standard deviation and one-way analysis of variance in workload between burnout groups. To test the third hypothesis of the study an one-way ANOVA was conducted. Participants who were experiencing burnout scored the highest for workload ($M = 4.77$, $SD = 0.53$) compared to the other two burnout groups (see table 5). There was a significant

difference for workload between the three burnout groups, $F(2, 263) = 7.521, p < .001$.

According to the Bonferroni post hoc test, there was a significant difference between the groups that had not experienced burnout and were experiencing burnout ($MD = -0.81, p < .001$).

Table 5

Means, standard deviation and one-way analysis of variance in workload.

	Had not experienced burnout		Had experienced burnout		Were experiencing burnout		$F(2,263)$	p
	M	SD	M	SD	M	SD		
Workload	4.07	0.82	4.20	0.85	4.77	0.53	7.521	<.001*

Note. * the mean difference is significant at the 0.05 level $p < .05$.

A total of 228 women responded to the statement, most of them reported being under a lot of workload ($n = 183, 80.3\%$). To test the fourth hypothesis of the study an independent sample t-test was conducted. Women scored higher for workload ($M = 4.24, SD = 0.79$) than men ($M = 3.68, SD = 0.88$). This difference was significant, $t(263) = -3.923, p < .001$. Despite this difference, the total job satisfaction scores were rather similar between genders. An independent sample t-test revealed that women scored a bit lower on total job satisfaction score ($M = 3.83, SD = 0.59$), than men ($M = 3.88, SD = 0.59$). However, this difference was not significant ($p = .666$).

Discussion

The primary goal of the study was to explore different factors of job satisfaction and their connection with experienced burnout among primary school teachers. Increased awareness of the concept of burnout has occurred in recent years and therefore researchers felt the need to delve deeper into the relationship between different factors of job satisfaction and burnout. The study's participants reported a rather high job satisfaction total score, providing supporting evidence that primary school teachers have rather high job satisfaction (Schult et al., 2014).

The study examined the relationship between job satisfaction and experienced burnout. The study's results provide supporting evidence that job satisfaction is connected with burnout (Çam, 2001; Kalliath, 2003; Ogresta et al., 2008; Swider & Zimmerman, 2010; Sif Einarsdóttir et al., 2019). The study's results supported the first hypothesis that job satisfaction level is lower among teachers who have experienced burnout. As expected, teachers who had experienced burnout had lower total job satisfaction scores. In addition, teachers who had experienced burnout had lower mean scores on all items concerning job satisfaction. The study's results revealed that different factors within job satisfaction had distinct impact on experienced burnout, since not all items concerning job satisfaction showed a significant difference between teachers who had not experienced burnout and those who had experienced burnout. In accordance with previous findings that have revealed that different factors within job satisfaction exhibit a distinct impact on various dimensions of burnout (Ogresta et al., 2008). A significant difference was found among following items: "overall, I am happy with my job", "I expect to work at my current workplace permanently", "I feel like I have a good balance between work and private life", "I am under a lot of workload", "I get support and help with projects from my co-workers when I need them", "communication flow between management and staff is good", "overall, I am happy with the management of the school". These factors are therefore considered crucial for the relationship between job satisfaction and burnout. Each factor should be specifically examined further in context with experienced burnout.

Supervision and communication within the workplace has shown a divergent impact on burnout (Iosim et al., 2021; Ogresta et al., 2008; Weigl et al., 2016). Previous studies have shown both low quality of supervision and communication at the workplace affects experienced burnout symptoms and increases the risk of burnout. In line with these results, researchers felt the need to explore this connection further among teachers who were

experiencing burnout. The study's results supported the second hypothesis that quality of supervision and communication is lower among teachers who are experiencing burnout. Teachers who were experiencing burnout had lower quality of supervision and communication total score. Emphasizing the importance of quality of supervision and communication at the workplace.

Compared to other occupational groups, the teaching profession has reported a higher incidence of burnout and other stress-related physical and mental disease (De Simone et al., 2016; García-Carmona et al., 2019; Sif Einarsdóttir et al., 2019). Work-related stress among teachers has been attributed to heavy workload within the profession (De Simone et al., 2016). Present study's results provide supporting evidence that teachers experience heavy workload (De Simone et al., 2016). Workload has been negatively associated with job satisfaction (Annisa Salsabilla et al., 2022). Despite teachers reporting heavy workload, job satisfaction is rather high within the profession. It is important to contextualize these aspects. In order to gain a better understanding of this relationship, researchers explored the workload among teachers who were experiencing burnout. The study's results supported the third hypothesis that teachers who are experiencing burnout report the most workload. Teachers who were experiencing burnout reported the most workload compared to others.

No significant difference was found between gender regarding total job satisfaction score. Despite that, present study's results provide supporting evidence that women experience more workload than men (Kreuzfeld & Seibt, 2022; Lundberg & Frankenhaeuser, 1999). The fourth hypothesis that women experience more workload was supported with study's results, since women scored higher for workload than men.

There were a number of limitations placed on the current study. The questionnaire was distributed to all primary schools in the capital area of Iceland ($n = 77$). However, participants' response rate could not be estimated, due to unclear instructions regarding

distribution of the questionnaire. A response to the email was not required, making it difficult to estimate whether the questionnaire had been distributed within each school. Moreover, participants did not inform their workplace in the questionnaire. The questionnaire was limited to only teachers with the ability to read and understand Icelandic, that might have affected the study's sample, however researchers were not made aware of any complications and did not receive any requests for an English version.

Total job satisfaction score limits the generalisation of results, since the scale's psychometric properties have not been studied enough and little research to support its use. Reliability of the total job satisfaction score was tested, however validity needs to be tested further. The study's results can't estimate whether low job satisfaction is leading to burnout or whether burnout caused job satisfaction to drop, which differs across studies (Çam, 200; Kalliath, 2003; Oğreſta et al., 2008; Swider & Zimmerman, 2010). However, the aim of the present study was to examine connections with different factors of job satisfaction and burnout but not to state a causal relationship. The quality of supervision and communication total score was also limited due to psychometric properties not having been tested. Only one question with the study's definition of burnout (World Health Organization, 2019) was used to measure experienced burnout among participants. It can be complicated to understand the concept of burnout and experienced symptoms can vary between individuals. By not assessing burnout symptoms, individual differences might have affected the responses. As well as for measuring workload, only one question was used. Workload was not specifically defined in the questionnaire and participants were only able to report their own assessment of their own workload. Participants' gender distribution was unequal, only 37 men took part in the study and 229 women. Limiting the generalisability of the findings to gender difference. More men participating in future studies and more equal gender distribution within the sample, would allow for more thorough analysis of gender differences. However, gender

distribution of the study's sample was consistent with other studies (Alore et al., 2014; De Simone et al., 2016; Herman et al., 2017; Okpara et al., 2005 ; Oshagbemi, 2000; Perrachione et al., 2008; Sak, 2018; Skaalvik & Skaalvik, 2017; Smetackova et al., 2019). Moreover, reflecting the teaching profession in Iceland (Kennarasamband Íslands, 2022). Furthermore, the burnout groups were unequal, participants experiencing burnout were quite few compared to the whole. Despite its size it was important to examine factors within participants experiencing burnout. Due to the group size it is difficult to generalise the results.

There were also some advantages to the study. The questionnaire was concise and the researchers made sure there were no leading or unclear questions when creating the questionnaire, resulting in few missing values within the data. Present study's findings are useful to gain a better understanding of certain factors within job satisfaction among teachers, additionally a better understanding of their connection with burnout. The findings provide supervisors with an opportunity to enhance their understanding of job satisfaction among their employees, with the aim of reducing burnout within the organization. However, by analysing a larger sample of participants, future studies may also increase the generalisability of findings.

Based on the present study's findings with limitations in mind, future researchers should examine the impact of low quality supervision and communication on burnout symptoms with a reliable and validated scale. As well as, examine workload among teachers with reliable and validated measures, and examine what are the main factors which influence employees to report high workload.

The results of the study may throw light on the seriousness of burnout among primary school teachers in Iceland. A total of 91 teachers (34%) within the study's sample had experienced or were experiencing burnout, emphasizing the importance of being aware of the effects. The workplace is though not solely responsible for individuals physical and mental

health. It is also up to the individual to look at their own health. With support from the workplace, by encouraging employees to look after their own health and emphasize its importance, this might encourage better mental and physical health and hopefully decrease the likelihood of burnout. As expected, the study's result indicated that job satisfaction and burnout are associated and found certain factors more influencing than others. The present study's findings showed that primary school teachers are generally happy with their profession. It should be considered crucial to keep teachers satisfied at their work since it benefits them, their students, and their society as a whole.

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