



A Correlational Study of Teacher Burnout, Job Satisfaction, and Organizational Commitment: A Case Study of Four Jesuit Institutes in Myanmar

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Abstract

This study examines the interrelationships among teacher burnout, job satisfaction, and organizational commitment, factors that significantly influence teaching quality and student learning outcomes. A better understanding of these dynamics can help reduce burnout and foster a more supportive work environment for educators. A correlational analysis was conducted with 102 teachers from four Jesuit institutes in Myanmar, utilizing the Maslach Burnout Inventory-Educator Survey (MBI-ES), the Job Satisfaction Survey (JSS), and the Organizational Commitment Questionnaire (OCQ). The MBI-ES measured teachers' stress levels, while the JSS identified factors affecting job satisfaction, distinguishing motivator factors (e.g., recognition, achievement) from hygiene factors (e.g., working conditions, salary). OCQ assessed organizational commitment, shedding light on why teachers remain in their institutions. Findings revealed slightly low burnout levels ($M = 3.28$, $SD = 0.74$), high job satisfaction ($M = 3.95$, $SD = 0.61$), and strong organizational commitment ($M = 3.58$, $SD = 0.60$). Correlation analysis indicated that burnout did not significantly relate to organizational commitment, suggesting that while burnout affects teacher well-being, it does not directly impact institutional loyalty. However, job satisfaction showed a strong positive correlation with organizational commitment ($r = .679$, $p < .001$), emphasizing its critical role in retaining educators. These results highlight the importance of addressing job satisfaction through effective policies, improving teacher retention and institutional stability.

Keywords: Teacher Burnout, Job Satisfaction, Organizational Commitment

Introduction

Teacher burnout, job satisfaction, and organizational commitment are important factors influencing the overall functioning of schools. Teaching is often a demanding and stressful profession, which can result in burnout and decreased teaching quality, harming students' learning outcomes (Madigan & Kim, 2021). Studies consistently find that



teaching is highly stressful (Greenier et al., 2021; Herman et al., 2020; Johnson et al., 2005). According to Skaalvik and Skaalvik (2017), teachers experiencing burnout frequently feel less competent, leading to reduced job satisfaction. Understanding the relationship between burnout and job satisfaction is essential for addressing factors that influence teachers' professional well-being (Rai, 2022).

Job satisfaction is vital for enhancing both teacher performance and school effectiveness (Suchyadi, 2018). Satisfied teachers often devote additional effort to improving their instruction, producing better student outcomes, and showing greater loyalty to their schools. Organizational commitment represents the strength of an employee's connection to their institution (Winarsih & Fariz, 2021; Gopinath, 2020). Research indicates a strong link between job satisfaction and organizational commitment (Gopinath, 2020; Günlü et al., 2010; Saridakis et al., 2020).

At four Jesuit Institutes in Myanmar, interviews with teachers have revealed serious concerns about conflicts between colleagues, lack of support from peers, poor communication among staff, and not enough teachers (personal communication, February 2024). These issues have led to many teachers leaving their jobs in recent years due to stress, heavy workloads, and dissatisfaction with their work environment. Given these challenges, it is essential to investigate the relationships between teacher burnout, job satisfaction, and organizational commitment to address retention concerns and improve the working environment in these organizations.

This study explores how teacher burnout and job satisfaction relate to organizational commitment, guided by the Multidimensional Theory of Burnout (Maslach & Jackson, 1998), Herzberg's Two-Factor Theory (1959), and the Three-Component Model of Commitment (Meyer & Allen, 1991). Maslach and Susan Jackson developed the Multidimensional Theory of Burnout in 1981, Maslach later expanded in 1998, which identifies three key dimensions of burnout: emotional exhaustion, depersonalization, and personal accomplishment (Maslach et al., 2001). Emotional exhaustion means feeling very tired and drained because of work demands, making it hard to handle stress and workload. Depersonalization means becoming detached from students and colleagues, losing the unique qualities that make interactions engaging (Maslach et al., 2001). Personal accomplishment, on the other hand, occurs when teachers feel effective and competent in their roles.

Herzberg's Two-Factor Theory was developed in 1959 and builds on concepts from Maslow's hierarchy of needs. It emphasizes understanding the factors that contribute to workplace satisfaction and dissatisfaction, offering a framework to improve employee motivation and overall job satisfaction (Nickerson, 2023). Herzberg categorized the factors influencing job satisfaction into two groups: Hygiene Factors (extrinsic) and



Motivator Factors (intrinsic). Hygiene Factors include external conditions such as salary, work environment, job security, and relationships with colleagues.

Meyer and Allen (1984) introduced two key dimensions of organizational commitment: affection and continuance. In 1990, Allen and Meyer expanded their model by adding a third dimension: normative commitment. Affective commitment refers to an employee's positive emotional attachment to their organization. Continuance commitment focuses on the practical considerations that compel employees to stay, such as the financial, social, or career costs they would face if they left. Normative commitment refers to an employee's sense of moral obligation to remain with the organization. Together, these three dimensions form what is known as the Three-Component Model of Organizational Commitment, which provides a comprehensive framework for understanding why employees remain with their organizations.

Focusing on Jesuit schools in Myanmar, this study examines the connections among these factors to better understand how teacher burnout, job satisfaction influence organizational commitment in this context.

Literature Review

Burnout

Burnout, first identified by Freudenberger in 1974 and later expanded by Maslach in 1976, is common in people-focused professions, including teaching (Maslach et al., 2001). Teachers frequently interact with students, parents, and colleagues, making them especially susceptible to stress and burnout (Hakanen et al., 2006). Burnout consists of emotional exhaustion, depersonalization, and reduced personal accomplishment. Teachers experiencing prolonged stress often lose enthusiasm for their work, diminishing both teaching quality and student engagement (Hoglund et al., 2015; Madigan & Kim, 2021; Thakur, 2013). Addressing the causes of burnout requires supportive policies and professional development opportunities that help foster a positive work environment.

Job Satisfaction

Teacher job satisfaction reflects the degree to which teachers feel personally and professionally fulfilled. It influences their teaching quality, longevity in the profession, and willingness to invest in their students (Bogler & Nir, 2012; Toropova et al., 2021). Schools that support teachers—through recognition, involvement in decision-making, and strong leadership—can enhance satisfaction (Taylor & Tashakkori, 1994; Yilmaz & Ceylan, 2011). Unsatisfied teachers may negatively affect student learning and classroom climate, while teacher turnover harms student-teacher relationships and educational continuity (Ronfeldt et al., 2013). Herzberg's Two-Factor Theory (1959) helps explain the



factors contributing to teacher job satisfaction, distinguishing between motivators (e.g., recognition, achievement) and hygiene factors (e.g., working conditions, pay).

Organizational Commitment

Organizational commitment describes an employee's emotional attachment to and identification with their institution (Mathieu & Zajac, 1990). Highly committed teachers are more likely to stay, contribute positively to school culture, and enhance overall performance (Akiri & Ugborugbo, 2009). The Three-Component Model of Commitment (Allen & Meyer, 1991) includes effective, continuance, and normative dimensions, providing a comprehensive understanding of why employees remain. Research in Myanmar shows that teachers struggle with low job satisfaction, high burnout, and limited professional opportunities (Aung, 2021; Htway & Myo Thein, 2020; Lin & Tint, 2021). Few studies have examined these issues in Jesuit schools, and this investigation aims to clarify the factors influencing teacher well-being and organizational commitment in this context.

Objectives

The following are the research objectives addressed by this study:

1. To determine the levels of teacher burnout at four Jesuit institutes in Myanmar.
2. To determine the levels of teachers' job satisfaction at four Jesuit institutes in Myanmar.
3. To determine the levels of teachers' organizational commitment at four Jesuit institutes in Myanmar.
4. To determine whether there is a sincere relationship between teacher burnout and job satisfaction and organizational commitment at four Jesuit institutes in Myanmar.

Hypothesis

There is a sincere relationship between teacher burnout and job satisfaction and organizational commitment at the four Jesuit institutes in Myanmar, at a significance level of .05.

Concept theory framework

This study examined the relationship between teacher burnout and job satisfaction, and organizational commitment at Jesuit Institutes in Myanmar. The theoretical framework for this study included three theories: the Multidimensional Theory of Burnout (Maslach & Jackson, 1998), Herzberg's Two-Factor Theory (1959), and the Three-Component Model of Commitment (Allen & Meyer, 1991).

The Multidimensional Theory of Burnout defines burnout as emotional exhaustion, depersonalization, and a sense of personal accomplishment, all of which can have a negative impact on teachers' motivation and engagement. Herzberg's Two-Factor Theory differentiates between motivators (like recognition and opportunities for professional growth) and hygiene factors (such as salary and working environments), both of which influence job satisfaction. Additionally, the Three-Component Model of Commitment defines effective, continuance, and normative commitment, explaining how teachers remain committed to their institutions.

The study investigated how burnout may result in decreased job satisfaction, which can weaken organizational commitment, while increased job satisfaction may enhance commitment, even in the face of burnout challenges. Figure 1 shows the conceptual framework of the study.

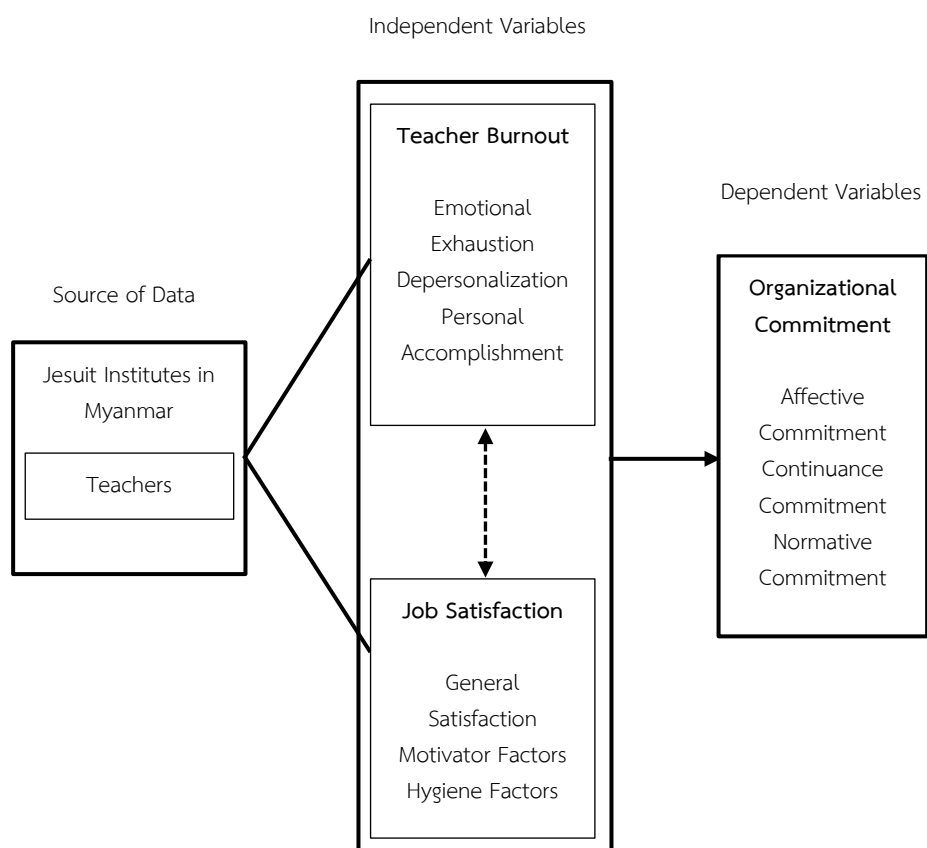


Figure 1: Conceptual Framework of the Study

Materials and Methods

This quantitative correlational study aimed to examine the relationships among teachers' burnout, job satisfaction, and organizational commitment at four Jesuit institutes in Myanmar. Data were collected using a survey that combined three



established instruments: the Maslach Burnout Inventory–Educator Survey (MBI-ES), the Job Satisfaction Survey (JSS), and the Organizational Commitment Questionnaire (OCQ).

The MBI-ES was employed to measure the level of teachers' job burnout, consisted of 22 items, and participants rated their level of agreement using a seven-point Likert scale ranging from 1 (I never thought of this) to 7 (I thought this every day). In this study, Cronbach's Alpha reliability coefficient of the MBI-ES was .77. For its constructs, the coefficients were .82 for emotional exhaustion, .71 for depersonalization, and .77 for personal accomplishment.

The JSS were adapted from a study by Andersson (2017), which employed open-ended qualitative questions to assess job satisfaction based on Herzberg's two-factor Theory. To convert the open-ended questions into Likert-type questions answerable on a scale, the researcher reworded the questions and validated them using the Item-Objective Congruence (IOC). Three experts were asked to validate that the revised questions were properly converted and retained the same meaning. After validation by the experts, two items (question 2 and question 3) among the 14 questions were removed due to a lack of unanimous agreement. Twelve items were rated from 1 (strongly disagree) to 5 (strongly agree). The Cronbach's Alpha reliability coefficient of the JSS for this study was .89. For its constructs, general satisfaction, motivator factors, and hygiene factors, the coefficients were .87, .82, and .84, respectively.

The OCQ was used to assess the level of teacher commitment, consisting of 18 items, and participants rated their level of agreement on a five-point scale ranging from 1 (strongly disagree) to 5 (strongly agree). The Cronbach's Alpha reliability coefficient of the OCQ for this study was .89. For its constructions, the coefficients were .91 for affective commitment, .70 for continuance commitment, and .82 for normative commitment.

Descriptive statistics (mean and standard deviation) measured the levels of burnout, job satisfaction, and organizational commitment. A multiple correlation coefficient analysis was then conducted to determine the relationships among these three variables. The study included the entire population of teachers from the four Jesuit institutes, using a total population sampling method. A total of 102 teachers (80 females and 22 males) participated as respondents.

Results

Research Objective One focused on measuring the level of teacher burnout. Emotional exhaustion had an overall mean score of 2.47 (SD = 1.03), interpreted as moderately low. Depersonalization had an overall mean score of 2.25 (SD = 1.14), also interpreted as moderately low. In contrast, personal accomplishment scored 4.84 (SD =



1.27), which was interpreted as slightly high. The overall burnout score was 3.28 (SD = 0.74), interpreted as slightly low. These findings suggest that while teachers experienced some emotional fatigue, they still maintained a positive sense of accomplishment in their work. Table 1 summarizes the overall means, standard deviations, and interpretations of burnout and its subscales according to teachers' responses from four Jesuit institutes in Myanmar.

Table 1: The Overall Means, Standard Deviations, and Interpretations for Level of Teachers' Burnout and Subscales at Four Jesuit Institutes in Myanmar (N = 102)

Burnout	M	SD	Interpretation
Emotional Exhaustion	2.47	1.03	Moderately low
Depersonalization	2.25	1.14	Moderately low
Personal Accomplishment	4.84	1.27	Slightly high
Overall (Burnout)	3.28	0.74	Slightly low

Research Objective Two explored teacher job satisfaction. General satisfaction had an overall mean score of 4.15 (SD = 0.84), interpreted as high. Motivator factors, such as recognition and meaningful work, had a mean score of 4.00 (SD = 0.66), also interpreted as high. Hygiene factors, including salary, working conditions, and job security, scored 3.89 (SD = 0.71), which was interpreted as high. The overall job satisfaction score was 3.95 (SD = 0.61), indicating that teachers felt satisfied with their jobs and their work environment. Table 2 summarizes the overall means, standard deviations, and interpretations of job satisfaction and its subscales according to teachers' responses of all institutes.

Table 2: The Overall Means, Standard Deviations, and Interpretations for Level of Teachers' Job Satisfaction and Subscales at Four Jesuit Institutes in Myanmar (N=102)

Job Satisfaction	M	SD	Interpretation
General Satisfaction	4.15	0.84	High
Motivator Factors	4.00	0.66	High
Hygiene Factors	3.89	0.71	High
Overall (Job satisfaction)	3.95	0.61	High

Research Objective Three assessed teacher organizational commitment. Affective commitment scored 3.91 (SD = 0.86), interpreted as high, while normative commitment scored 3.55 (SD = 0.73), also interpreted as high. Continuance commitment had a lower mean score of 3.28 (SD = 0.61), interpreted as moderate. The overall organizational commitment score was 3.58 (SD = 0.60), which was interpreted as high. These results reflect a strong emotional connection and sense of duty among teachers toward their



institutions, with practical considerations playing a moderate role. Table 3 summarizes the overall means, standard deviations, and interpretations of organizational commitment and its subscales according to teachers' responses from four Jesuit institutes in Myanmar.

Table 3: The Overall Means, Standard Deviations, and Interpretations for Level of Teachers' Organizational Commitment and Subscales (N=102)

Organizational Commitment	M	SD	Interpretation
Affective Commitment	3.91	0.86	High
Continuance Commitment	3.28	0.61	Moderate
Normative Commitment	3.55	0.73	High
Overall (Organizational commitment)	3.58	0.60	High

Research Objective Four examined the relationships between teacher burnout, job satisfaction, and organizational commitment. The analysis showed no significant correlation between teacher burnout and organizational commitment ($r = .069$, $p = .493$). However, a strong positive correlation was found between teacher job satisfaction and organizational commitment ($r = .679$, $p < .001$), highlighting job satisfaction as a key factor in fostering organizational commitment. Burnout was not significantly related to organizational commitment, making it unsuitable for further multiple correlation analysis. As shown in Table 4, an examination of the bivariate correlations among the variables in this study revealed that teacher burnout was not significantly correlated with organizational commitment ($r = .069$, $p = .493$). However, an examination of the research findings revealed that teacher job satisfaction correlated positively, significantly, and strongly with organizational commitment ($r = .679$, $p = <.001$), at a significant level of .05. According to Table 4, only one of the two independent variables (i.e., teacher job satisfaction) is significantly correlated with the dependent variable (i.e., organizational commitment). As a result, only one independent variable (i.e., teacher job satisfaction) cannot be considered for the calculation of further correlational analysis. Therefore, the hypothesis for this study is not supported.



Table 4: Bivariate Correlations Between Teacher Burnout, Job Satisfaction, and Organizational Commitment at the Target Four Jesuit Institutes in Myanmar

Variables	1	2	3
1. Teacher Burnout	–		
2. Teacher Job Satisfaction	-.004 (.965)	–	
3. Teacher Organizational Commitment	.069 (.493)	.679* (<.001)	–

Note. *Denotes a statistically significant relationship (statistical significance level set at $p = .05$, two-tailed). p -values appear within parentheses below the correlation coefficients.

The findings indicate that teacher burnout levels were low, while job satisfaction and organizational commitment were high at the target institutes. Teachers reported high satisfaction with their roles and a strong connection to their organizations, particularly through emotional and normative commitment. The significant correlation between job satisfaction and organizational commitment emphasizes the importance of maintaining supportive and fulfilling work environments. However, there was a lack of correlation between burnout and job satisfaction.

Conclusions and Discussion

Teachers' Perceptions of Burnout

Moderate-to-low emotional exhaustion and depersonalization, combined with slightly high personal accomplishment, suggest that teachers face manageable stress. This indicates a supportive environment where teachers are not severely strained, reflecting effective institutional strategies to mitigate burnout. Safari (2020) found that higher job satisfaction—stemming from fair pay, good conditions, promotions, professional growth, and supervision—reduces burnout. Similarly, Oginyi et al. (2018) reported that low job stress, normal work engagement, and supportive conditions positively influence satisfaction.

Slightly high personal accomplishment enhances motivation, job satisfaction, and engagement, benefiting classroom performance and student outcomes. Madigan and Kim (2021) noted that lower burnout correlates with better academic achievement and motivation. Teachers with reduced emotional exhaustion and depersonalization can better connect with students, manage challenges, and foster a positive learning environment. This, in turn, improves student performance and teacher retention.

Despite these favorable findings, the presence of moderate stress in some teachers calls for ongoing support. Providing mental health resources, peer support, and



reasonable workloads can help maintain low burnout. Fabelico and Afalla (2020) stressed that fostering personal accomplishment can further reduce burnout.

Overall, Jesuit institutions create a supportive environment that keeps burnout low and well-being high. Continuous efforts to address teachers' emotional and professional needs will help maintain these positive results.

Teachers' Perceptions of Job Satisfaction

High overall job satisfaction, including both motivators (recognition, meaningful work) and hygiene factors (salary, conditions, security), suggests that teachers find their roles fulfilling and well-supported. This encourages greater commitment, engagement, and performance. Bha and Ye (2020) observed equivalent results in Myanmar's monastic schools. Baroudi et al. (2022) also found that extrinsic factors strongly influence satisfaction in less developed contexts.

Such positive conditions help retain teachers and ensure stable, effective instruction that benefits students. Institutions should continue offering professional development, recognizing achievements, and maintaining favorable conditions. Regular satisfaction assessments can identify emerging issues and enable timely responses.

In short, high job satisfaction reflects a supportive work environment that promotes teacher well-being, motivation, and performance, strengthening the educational community.

Teachers' Perceptions of Organizational Commitment

High effective and normative commitment, along with moderate continuance commitment, suggests that teachers remain for emotional and ethical reasons rather than necessity. This commitment fosters positive classroom climates, student outcomes, and collaborative school cultures. Tschannen-Moran and Barr (2004) confirmed that emotionally engaged teachers create supportive learning environments. Similarly, Cho and Kwan (2012) found that shared faith and values enhance teachers' intrinsic motivation, loyalty, and identification with their school.

The strong link between job satisfaction and organizational commitment shows the need to maintain supportive and fulfilling work environments to retain and motivate teachers. This finding highlights the importance of job satisfaction in fostering strong organizational commitment among teachers. Bashir and Gani (2020) found that university teachers in Northern India showed stronger commitment to their institutions when they were more satisfied with their jobs, indicating a significant positive relationship. However, the absence of a strong relationship between burnout and organizational commitment implies that even stressed teachers remain loyal due to emotional bonds or ethical considerations. Alignment with Jesuit values may contribute to this sustained dedication.



Overall, these results highlight a positive organizational culture in which teachers' engagement and commitment support institutional effectiveness and student success.

Recommendations

The following recommendations are made for teachers and school administrators. Recommendations are also made at the policy level for school systems and governments to encourage a focus on teacher well-being.

The study found that teachers did not have important levels of burnout and felt happy and connected to their schools. Nonetheless, practical actions and clear policies are important to keep these positive feelings. For example, teachers can learn to manage stress, practice mindfulness, and join professional development programs to feel more confident and relaxed at work (Leiter & Maslach, 2016). They can also form support groups to share problems and celebrate successes, which helps them feel happier and more supported.

School administrators have a strong influence on teacher motivation. They can create programs that reward teachers' hard work, making teachers feel valued. Improving work conditions, like reducing heavy tasks and providing enough time and resources, can also help teachers feel more satisfied (Hakanen et al., 2006). Mentoring for both new and experienced teachers help them feel connected, and flexible work schedules can let teachers balance work and personal life better. By focusing on keeping teachers happy and less stressed, these Jesuit schools can ensure that their teachers stay motivated and committed. Simple actions, like recognizing arduous work and offering growth opportunities, along with supportive policies, can improve teachers' well-being and help the entire school community.

On a larger scale, schools and government policy makers should prioritize teacher well-being. They can offer wellness programs, mental health support, and regularly check teachers' stress and satisfaction levels. Implementing those practices can address teachers' needs and enhance their job satisfaction, commitment, and well-being. Establishing career paths can help teachers grow and become leaders or specialists is also beneficial (Day & Gu, 2010). Training school leaders to show care and understanding can improve teachers' happiness and commitment (Leithwood et al., 2020). Conducting Surveys can help schools and policymakers identify problems and make better policies.

Future research can look at how burnout, satisfaction, and commitment change over time, or how they differ in various places. Studies on ways to reduce stress and improve satisfaction can help schools and policymakers choose the best strategies.



A limitation of this study is that it collected data from only four Jesuit institutions. This makes it harder to say that the results would hold true for many different people or situations. The study also used correlational statistics, which means although relationships were found between two of the variables, conclusive causality cannot be determined. There may also be other factors, which were not measured, that influenced the results. Another limitation is the use of survey methods. Surveys depend on people's self-reports, and sometimes people may not remember correctly or may try to answer in a way that makes them look better. Without other types of data collection is difficult to check if the survey answers are accurate. In the future, using more types of data, studying different contexts, and trying different research designs could help create stronger and more reliable conclusions.

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