

# BURNOUT AND JOB SATISFACTION AMONG EDUCATORS: A META-ANALYTIC APPROACH

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## **Abstract**

*This is a quantitative study that used the meta-analytic approach to describe the relationship between job satisfaction and burnout of educators based on the synthesized results of 25 independent studies with a total number of 6,801 participants. A total of 70 effect sizes were calculated for all the burnout subscales. Effect sizes were computed using the Comprehensive Meta-Analysis Software. Results indicated that there is a negative correlation between job satisfaction and burnout which means that when the level of burnout increases, job satisfaction decreases or vice-versa. A negative correlation is found between job satisfaction and emotional exhaustion, as well as between job satisfaction and depersonalization, while a positive correlation surfaced between job satisfaction and personal accomplishment. Positive correlation means that if one variable increases, the other variable increases as well. It is recommended that educational leaders or school administrators consider conducting a survey regarding the level of burnout and job satisfaction among teachers as basis for developing a program that would address job burnout and promote job satisfaction.*

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**Keywords:** burnout, job satisfaction, meta-analysis, emotional exhaustion, depersonalization, personal accomplishment

## INTRODUCTION

Work is indispensable in the life of each person. It consumes time and is the reason for the economic and financial steadiness of a family (Nagar, 2012). Hence, most people have to work for the rest of their life in order to sustain their needs.

One of the highly demanding works (Goswami, 2013) and challenging profession in the world (Danielson, 2010) is the teaching profession. According to Johnson et al. (2005), it is also considered as one of the most stressful professions, though it is interpreted as an easy work. It is the reason why people are experiencing high levels of stress (Nagar, 2012).

Since education is an important facet of a country's progress, teachers are tasked to enhance and cultivate the knowledge and skills of the learners (Pillay, Goddard & Wilss, 2005). This is to make sure that the learners are prepared to be the next citizens of a country (Danielson, 2010) or the future leaders of a nation (Murphy, Delli & Edwards, 2004).

Teachers who are enthusiastic and committed to their works are most prone to high levels of stress. They become disappointed when their passion and work are not satisfied. Because the teaching profession is considered as a stressful job (Grey, 2007), zeal is often replaced by anguished (Brock & Grady, 2000).

Based on statistics, one-third of the entire population of teachers in Great Britain perceived teaching as a highly stressful job (Zhillia, 2014). Annually, around 157,000 educators are expected to leave the teaching profession (Alliance for Excellent Education, 2008).

Ray (2015) said that teachers who continuously feel stressed and pressured begin to feel fatigue, apathy, muscle tension, headaches and high blood.

If stressed for a length of time, educators may feel what is commonly known as "burnout" (Farber, 1998). Due to this, the focus on burnout as a research topic has quickly developed in recent years (Koustelios & Tsigilis, 2005). The meaning of burnout did not originate from any present theory but was established on the different years of investigating studies (Schaufeli, Leiter & Maslach, 2009).

The term "burnout" is evidently the "language of people" and it is used to elicit the truths which are happening in an institution (Maslach & Jackson, 1981). Initially, burnout is identified as a negative aspect of the mind (Schaufeli et al., 2009). Burnout syndrome is not the same as being miserable. It is a delicate process in which a person is slowly stuck in emotional fatigue and is experiencing total loss of energy (Espeland, 2006).

According to Espeland (2006), burnout refers to the syndrome of decreased level of energy. It refers to the internal psychological aspects of an individual relating to the expectations, motives, feelings, and attitudes (Maslach & Jackson, 1981). In the study of

Maslach as cited in Fayankinnu and Ogungbamila (2015), burnout pertains to the condition in which workers experience emotional exhaustion, indifference or misanthropic towards people and location of work. Furthermore, it is a condition of emotional exhaustion, possession of cynical attitude and a feeling of low personal accomplishment (Maslach & Jackson, 1981).

Over a long period of time, employees who are suffering from burnout miss the opportunity to contribute to the performance of the organization (Schaufeli et al., 2009). In the study of Mansoor, Fida, Nasir and Ahmad (2011), teachers who have many tasks face high levels of stress and burnout which leads to reduced job satisfaction. Passion for the job and productivity decreases when an individual experiences burnout. The signs of decreased performance are the following: tediousness, ineffectiveness, tardiness and seeing work as a burden (Espeland, 2006).

In the study of Kroupis et al. (2017), burnout has been related to several forms of job withdrawal, such as tardiness and employees' turnover. In any organization, employees have attitudes about every characteristic of organizational life, such as the amount of compensation, promotion, management, position level at work, nature of work, performance appraisal, employees' behavior and working relationship. With burnout, no matter how promising the company can be, an employee may always find it less worthy to stay with.

According to Goswami (2013), since the teaching profession is prone to burnout, it has become a constant problem in the educational system throughout the world.

In the Netherlands, forty-four percent of all the educators considered themselves as unable to work due to mental and emotional factor of stress, commonly referred to as burnout (Zhillia, 2014). Meanwhile, five to twenty percent of teachers in the United States also experienced burnout during their teaching profession (Zhillia, 2014). Teachers who experienced burnout were incapable of dealing with emotional stress in teaching (Brouwers & Tomic, 2000).

In Greenberg's study as cited in Turner (2016), thirty to forty percent of educators quit their career during their first five years of teaching due to burnout. Each year, almost five hundred thousand American teachers either transfer or quit their profession equal to 2.2 billion dollars of annual losses (Haynes, 2014). Some teachers resign in their work during their first few years of teaching and other teachers leave their career after many years due to burnout (Jacobson, 2016). According to the study of Ingersoll and Merrill as cited in Jacobson (2016), turnover rates of new teachers are growing annually. Ingersoll (2003) projected that within the duration of five years, fifty percent of all the beginning teachers will leave the teaching profession. Forty to fifty percent of the new teachers quit their teaching career after 5 years (Amos, 2014). In Western countries, 25-40 percent of new teachers either suffer from burnout or quit the teaching profession. Beginning teachers are most prone to leave the profession within their primary years if they are ill-prepared to teach in a demanding environment (Alliance for Excellent Education, 2008).

Administrative organization, constant assessment of the procedures and products, and progressively social connections with learners, parents, administrations and other school's stakeholders are the elements linked with burnout (Goswami, 2013).

Leung et al. and Adams' work as cited in Goswami (2013) identified the symptoms of burnout. The symptoms of teacher's burnout are low satisfaction, increase in absenteeism, low self-confidence and incapability to work properly.

Burnout syndrome has three dimensions (Maslach & Jackson, 1981). One of the dimensions of burnout is emotional exhaustion (EE). This is the most noticeable indicator of burnout. Among the three dimensions of burnout, emotional exhaustion is the most stated and investigated subscale (Maslach, Schaufeli & Leiter, 2001). It is defined as the extreme feeling of exasperation which results in not being able to recuperate in the previous working performance. Emotional exhaustion has been referred as the feeling of fatigue, loss of energy and weakening (Maslach & Jackson, 1981).

It is usual to experience negative feelings but experiencing burnout means these feelings are being experienced regularly (Espeland, 2006). In the end, these feelings result in emotional exhaustion and the most common negative feelings are the following: frustration, irritation, despair, feeling stucked or paralyzed, pessimism and resentment (Espeland, 2006).

The second dimension is depersonalization. It happens when persons withdraw from their work environment. According to Maslach, Schaufeli and Leiter (2001), depersonalization refers to the idea of creating a distance between oneself and other people by disregarding their own potentials and qualities in engaging to people. This is often perceived as an undesirable move or an inappropriate attitude given that a person is expected to socialize with other people even in the workplace. It was also named as a change or shift (Maslach & Jackson, 1981).

Last dimension is reduced personal accomplishment. It can be identified as a feeling of inability to achieve in a workplace (Sad, Ozer & Atik, 2016). Emotional exhaustion and depersonalization hinder one's effectiveness. It is hard to increase the level of accomplishment when suffering from exhaustion or when extending a hand to the people whom one is indifferent (Maslach et al., 2001). Reduced personal accomplishment is a negative reaction toward self and own personal accomplishments. It is described as having low self-esteem, inefficiency and incapability (Maslach & Jackson, 1981).

In the field of teaching, emotional fatigue usually happens when teachers experience exhaustion and weariness when drained of emotional vitalities. Teachers cannot perform well if the situation becomes severe. Depersonalization is the teacher's experience of having negative feelings toward his/her students. In the teaching profession, reduced personal accomplishment is the feeling of having low level competence and triumph in the success of

one's work. As a result, teachers will feel that they cannot help students learn and grow due to the feeling of low personal accomplishment.

There were plenty of studies about job burnout which have been published (John, 2007). In the middle of 1970, job burnout was a well-known research topic (John, 2007) and it aroused as an essential topic given the experiences of the people at that time (Schaufeli et al., 2009).

In the middle of 1990s, studies on burnout were studied in other parts of Latin America, Australia, Europe, Asia and Middle East. Eventually, research about burnout syndrome was extended all over Africa, China and to the subcontinents of India (Schaufeli et al., 2009).

At present, burnout is considered as a well-established academic research topic because of the many publications and several assemblies, seminars and symposia facilitated (Maslach et al., 2001).

According to Blandford as cited in Shen, McCaughy, Martin, Garn, Kulik and Fahlman (2015), burnout of teachers is considered as a severe problem in academic situations. In the work of Evers, Brouwers and Tomic (2002), teachers who experience burnout bring forth nationwide crises in several countries. The term "burnout" has been linked with several types of job withdrawal like turnover, intention to resign and frequent absences (Maslach et al., 2001).

According to Anbar and Eker (2008), there are different professions who also experience burnout. In line with this, several studies were conducted on different professions such as police, nurse and librarian. In the academe, there are also a number of published studies which investigated burnout syndrome. Several factors were found as predictors of burnout.

Given the many studies on burnout, various measuring tools were crafted. In the early 1980's, there were various burnout measurements which were developed. The only burnout measurement which evaluates all the three aspects of burnout is the Maslach Burnout Inventory or MBI (Maslach & Jackson, 1981). In the Maslach Burnout Inventory or MBI subscales, the nine statements in the emotional exhaustion dimension described the feeling of being exhausted emotionally. The five statements of depersonalization subscale identified cruelty toward the beneficiaries of one's service. The eight statements of the personal accomplishment subscale defined feelings of capability and fruitful achievement in one's work and as a means of evaluating people's satisfaction in their job (Maslach & Jackson, 1981). This tool was further developed in 1996 by Maslach, Jackson and Leiter. They called the instrument as MBI-Educators Survey (MBI-ES).

For the past 25 years, there were several studies which examined the problem of job satisfaction and burnout (Chenevey, Ewing & Whittington, 2008). Burnout and job satisfaction

are the two variables which are essential in personnel management (Panagopoulos, Anastasiou & Goloni, 2014).

According to the Alliance for Excellent Education (2008), the decision of the teachers to stay or resign depends on several factors. It ranges from the personal reasons of the teachers to stay in their school's environment satisfaction.

In the study of Ostroff (1992), job satisfaction has been considered as a significant factor in the performance of an organization. Frequently, job burnout relates to job satisfaction in a work environment. Each employee's job satisfaction should be attained in order to avoid burnout (Wei & Abdullah, 2016). Job satisfaction is another variable in structural behavioural lessons similar to burnout (Goswami, 2013). The word "job satisfaction" was first presented and popularized between 1930-1940 (Sad et al., 2016). Studies within and outside the teaching profession have explored job satisfaction as a factor of burnout (Fayankinnu & Ogungbamila, 2015).

According to Herzberg and Mausner as cited in the work of Goswami (2013), job satisfaction is defined as being contented in several elements of a job. Job satisfaction can be identified as an affective feedback to various phases connected to work (Tziner & Vardi, 1984). In the study of Locke as cited in Sad, Ozer and Atik (2016), job satisfaction is defined as an affective state reflecting the emotional reaction to the particular job situation. It is defined as the overall attitude of a person towards his job (Anbar & Eker, 2008). Academic stakeholders namely teachers, principal and staff who have high job satisfaction are considered assets because they help their institutions attain their objectives (Judge, Thoresen, Bono & Patton, 2001).

Meanwhile, employees who are dissatisfied with their work are in the low level of hierarchy of job satisfaction which can be the source of decreased motivation and performance (Goswami, 2013). According to the study of Schermuly, Schermuly and Meyer (2011), people who experienced burnout showed low level of job satisfaction because these two ideas are related.

According to the study of Koustelios and Tsigilis (2005), there were studies which investigated the correlation between burnout and job satisfaction.

There are studies which illustrate negative relationship between the two variables which produce moderate to high values. Regarding the relationship between job satisfaction and burnout, it was found out that there was a negative correlation between the two variables which range between 0.40 to 0.52 (Maslach et al., 2001).

In the study of Judge et al. (2001), one of the good resources of school is satisfaction. If the administrators, faculty and staff of schools are satisfied, the organization will attain its goals and objectives. Decrease in productivity and ineffectiveness at work are the two effects

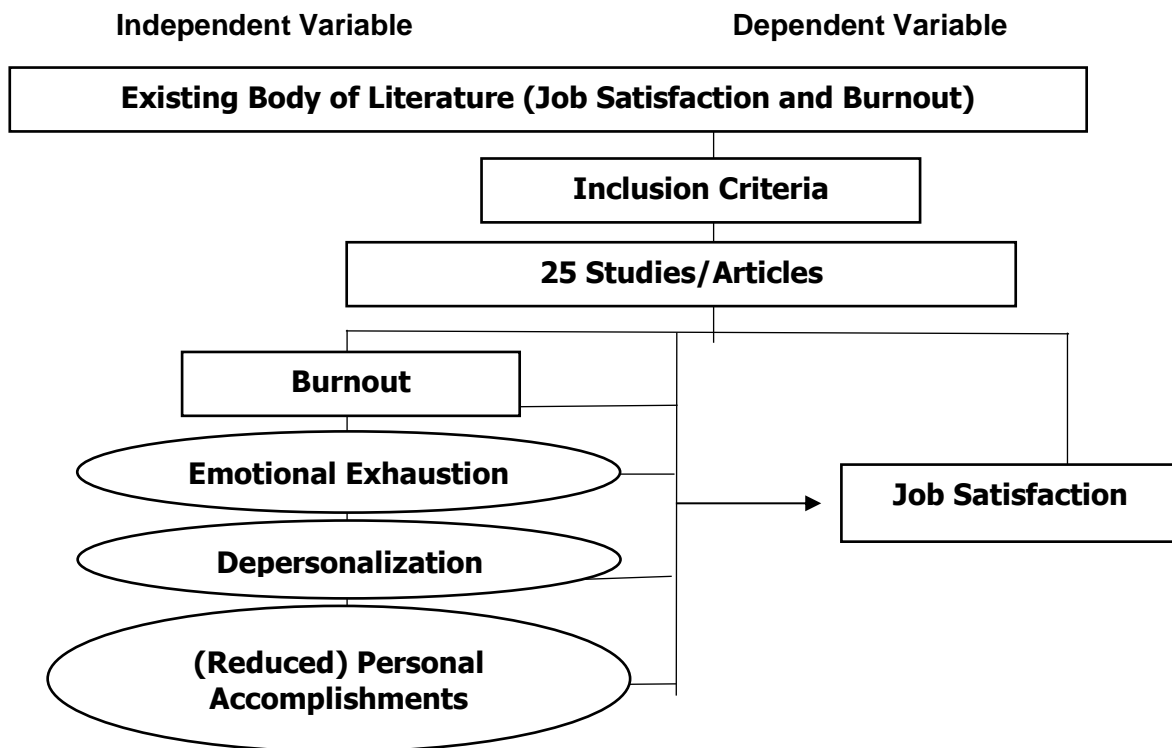
when people stay in their job and suffer from burnout. Thus, it is also correlated with decreased level of job satisfaction and commitment to the job or in the institution (Maslach et al., 2001).

Figure 1 illustrates the designed meta-analysis framework of the study. In the review of literature, there were several studies about the relationship between burnout and job satisfaction. In line with this, this meta-analysis study was conducted to analyze and synthesize the different independent studies all over the world to describe the relationship of job satisfaction and burnout with its three subscales. Burnout and its three subscales were the independent variables of the study while job satisfaction was the dependent variable. There were already researchers all over the world who conducted and investigated the relationship of burnout and job satisfaction but it is important to conduct a meta-analysis study to deeply comprehend the result of these two variables.

Inclusion criteria were set in conducting a literature search. The specified criteria for the inclusion were the following: (a) studies were conducted between 2005 and 2017; (b) studies examined the association or correlation between burnout and job satisfaction and relationship of the three subscales of burnout; (c) studies contained statistical information essential for correlational meta-analysis (n and r scores); (d) studies involved at least one of these academic stakeholders: teachers, administrator and supervisors. A total of 25 independent studies met the inclusion criteria and were included in the meta-analysis study.

These 25 studies were analyzed and synthesized using the Comprehensive Meta-Analysis Software. The titles of participants and continents were the moderators for this study.

There is an existing body of knowledge which supports the relationship of job satisfaction and burnout and its three dimensions. In the study of Lee and Ashforth (1996), it was discovered that job satisfaction relates with all the three subscales of burnout. Depersonalization was high with 27% shared variance, next was exhaustion and the personal accomplishment with 20% and 16% shared variance respectively. In the study of Wei and Abdullah (2016), it revealed that there was a negative significant association between burnout and job satisfaction. It only means that if there is a lower level of burnout, there will be a higher level of job satisfaction. Using the theory of Maslach, it indicates that when educators are suffering high levels of burnout, they will also experience dissatisfaction in their job. Therefore, burnout and its three subscales affect the level of job satisfaction of the teachers in an educational institution.



**Figure 1. Meta-analysis Framework of Burnout with Three Subscales and Job Satisfaction**

Although there are already a handful of studies investigating the relationship of burnout and job satisfaction, there is still a need to address the different problems concerning the strength of the correlation between job satisfaction and burnout (Koustelios & Tsigilis, 2005). A meta-analysis study conducted by Sad et al. (2016) already tried to show the correlation between these two variables. Limitations were found based on the results. One limitation was the number of included studies and these were only from European countries and Turkey.

Even though there were several independent studies about the relationship of job satisfaction and burnout, it is essential to conduct a meta-analysis study to profoundly comprehend the results and resolve discrepancies regarding the differences between job satisfaction and burnout with its three subscales.

In line with this, this meta-analysis study intends to describe the relationship between job satisfaction and burnout through synthesizing the results of all the included studies in order



to revalidate the theory and to develop a program that would address burnout and job satisfactions among educators all over the world.

The result of this meta-analysis study hopes to contribute in the understanding of the role of burnout in the job satisfaction of the educators. It will also give information and contribution to the educational managers to decrease the level of burnout and increase their level of job satisfaction by creating a program.

Moreover, the results will be useful for other researchers in the discussion of policies and educational managers' efforts to improve the personal and professional life of educators in all educational institutions. Educational administrators could also utilize the meta-analysis framework to validate theories and studies regarding the two variables.

Specifically, this study intends to accomplish the following objectives: (a) identify the significant relationship of emotional exhaustion and job satisfaction; (b) identify the significant relationship between depersonalization and job satisfaction; (c) identify the significant relationship between personal accomplishment and job satisfaction; and (d) design a meta-framework that will be utilized by educational managers in validating theories and studies.

The following research questions were conceptualized to realize the objectives of the meta-analysis study: (a) is there a relationship between burnout and job satisfaction of teachers? (b) is there a relationship between emotional exhaustion and job satisfaction of teachers? (c) is there a relationship between depersonalization and job satisfaction of teachers? (d) is there a relationship between personal accomplishments and job satisfaction of teachers?

## METHOD

This study utilized a meta-analysis research design. Meta-analysis is defined as the statistical analysis of different individual studies to synthesize and integrate the results and findings (Glass, 1976). According to Creswell (2012), one of the extensions of correlation type of research is meta-analysis. The research writers combine and integrate large collections of independent studies to evaluate and derive results and overall conclusions. The primary purpose of the meta-analysis method is to combine and synthesize all the data from the individual studies (Borenstein, Hedges, Higgins & Rothstein, 2009). In a meta-analysis study, specific study regarding a definite topic is summarized (Sad et al., 2016).

Meta-analysis is used in different fields of knowledge. In the field of education, there are various and diverse topics which can be explored using meta-analysis such as assessment, traditional strategies in learning and student achievement. These meta-analysis results have affected the policies and practices across the globe (Borenstein, Hedges, Higgins & Rothstein, 2009).

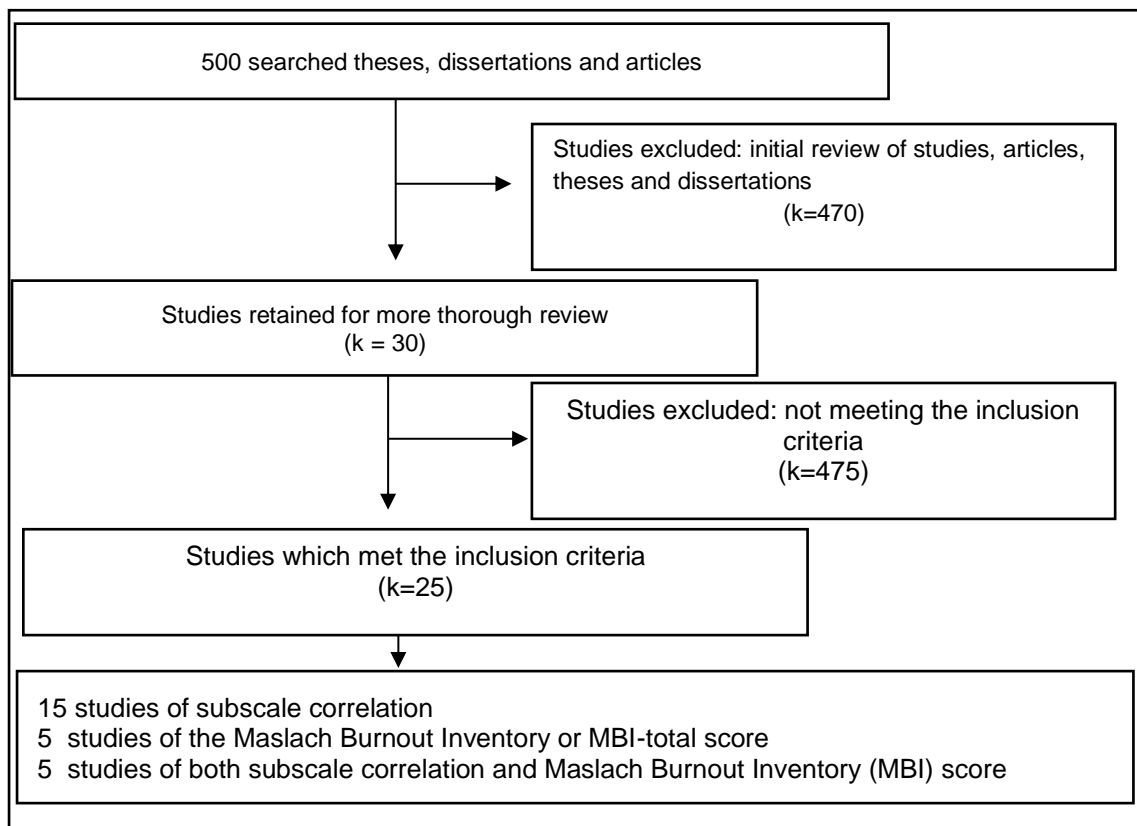
Using this quantitative method, it will explore meaningful findings about the relationship between job satisfaction and burnout dimensions of emotional exhaustion, depersonalization, and a reduced feeling of accomplishment.

There were different search techniques and strategies that were used to identify the independent studies. A comprehensive electronic search was conducted to identify all the potential studies. Google Scholar, Research Gate, Google Academic, SAGE, Galegroup, ERIC and Ebscohost were used as the search engines in the study. To access the job satisfaction and burnout studies conducted in the whole world, literature review was performed in the search engines of the databases by using the following identifiers or keywords: job satisfaction, burnout, emotional exhaustion, depersonalization, reduced personal accomplishment, teacher's burnout and relationship of job satisfaction and burnout. The academic search for the independent studies available were from 2005 until 2017. There were 500 independent studies which involved theses, dissertations, journals and articles that were examined to meet the inclusion criteria. After the examination, there were only 25 studies which met the inclusion criteria and were included in the meta-analysis.

The included studies were from the four continents of the world. Eleven studies were from the different countries of Europe, eleven studies from Asia, two studies from North America and one study from Africa. These 25 studies were found in the References with an asterisk (\*) sign.

The specified criteria for inclusion were the following: (a) studies were conducted between 2005 and 2017; (b) studies examined the association or correlation between burnout and job satisfaction and relationship of the three subscales of burnout; (c) studies contained statistical information essential for correlational meta-analysis (n and r scores); (d) studies involved at least one of these academic stakeholders: teachers, administrators and supervisors.

Figure 2 illustrates the flow of the selection of studies. The initial search resulted in 500 studies and articles about the two variables. Thirty (30) studies were retained due to initial review of studies, articles, theses and dissertations. A total of 25 independent studies were further reviewed and met the inclusion criteria, thus were included in the meta-analysis study. There were 15 studies of subscale correlation, 5 studies on Maslach Burnout Inventory or MBI total score and 5 studies of both subscale correlation and Maslach Burnout Inventory or MBI total score. In sum, there were 70 effect sizes for all the subscales of burnout with 6,801 participants in the study.



**Figure 2. Flowchart in the Selection of Studies**

This meta-analysis study used correlations as the effect sizes. To compute correlation as an effect size and to get possible moderators in each 25 independent study, the following pieces of information were elicited: coefficients for the correlation between job satisfaction and each subscale of burnout scale, the title of participants (i.e. teacher, administrator and supervisor), the continent, year, publication type and sample size.

Moreover, the title of participants and the continent where the independent studies were conducted were coded as the two moderator categories. Comprehensive Meta-Analysis Software was used to calculate, compute and analyze the different effect sizes (Borenstein, Hedges, Higgins & Rothstein, 2005). Effect sizes in the form of correlation coefficients or regression coefficients were provided by the many research reports due to the nature of the studies being examined (Cass, Faragher, & Cooper, 2003). A correlation table was made to list down all included studies. The table contains the correlation of job satisfaction and total score of burnout with its three subscales. The two moderators were

also listed in the table. The computation of effect sizes was grounded on fixed and random effect model.

The two effect models were used in most of the meta-analyses study. In the fixed-effect model, there is one true effect size which supports all the studies in the meta-analysis. In the random-effect model, the true effect could differ in each study. For instance, when an intervention is applied or when the participants are educated or older, the effect size might increase or decrease in research. There could be a variation in the effect sizes which underlines different studies because the studies vary in the application of interventions or in the combination of the participants. The true effect sizes for the studies would be dispersed around the mean if it were possible to conduct an immeasurable quantity of studies (Borenstein, Hedges, Higgins & Rothstein, 2009).

According to Cumming (2012), random effect model is used in research on Social Studies. Hence, said model is used in this study. Using the  $Q$  and  $I^2$  statistics, the heterogeneity of the effect sizes were evaluated (Sad et al., 2016).

Meanwhile, publication bias refers to the postulate that not all studies in a specific study and topic are published. According to Cogaltay and Karadag (2015), it is considered as unworthy of publication if it has no significant relationship or has a weak relationship. It is thought to negatively affect the total effect or produce bias.

There were four instruments which were used to examine publication bias; Orwin's fail-safe  $N$ , Funnel plot, Egger Regression and Duval - Tweedie's trim and fill instrument. The Duval - Tweedie's Trim and Fill apply a method to eliminate the outermost small studies in the positive side of the plot. To attain the symmetry of the funnel plot about the new effect size, effect sizes must be recomputed. The Orwin Fail Safe  $N$ 's procedure permits the researchers to identify the number of missing studies that would convey the general effect to a specific level other than zero. The researchers could choose a number which describes the little effect which believes to be essential and inquire the number of missing studies that would take to carry the summary effect (Borenstein, Hedges, Higgins & Rothstein, 2005).

There were ten included studies which contained Maslach Burnout Inventory or MBI total score. Table 1 illustrates the publication bias results of the ten studies.

Table 1 indicates the results of the publication bias of the ten included studies which have Maslach Burnout Inventory or MBI total score. In the Egger Regression ( $p$  value 1-tailed value) is 0.46. The  $p$  value is higher than 0.05 level. It was indicated that there was no publication bias for this meta-analysis. The Orwin fail safe  $N$  is 554. This means that it would need to locate 554 studies with mean correlation of 0 to bring the combined correlation over -0.01. The Duval and Tweedie's Trim and Fill (random effect) trimmed studies' adjusted SMD displays slight significant difference and change in direction.

**Table 1**  
**Publication bias test results for included studies (Maslach Burnout Inventory or MBI Total Score)**

K	Egger Regression (p value 1-tailed)	Orwin's fail safe N Studies are needed for "trivial" SMD	Duval and Tweendie's Trim and fill (random effect)	
			Studies trimmed (to the right)	SMD Observed (adjusted)
10	0.46	554 for -0.01 SMD	1	-0.51 (-0.500)

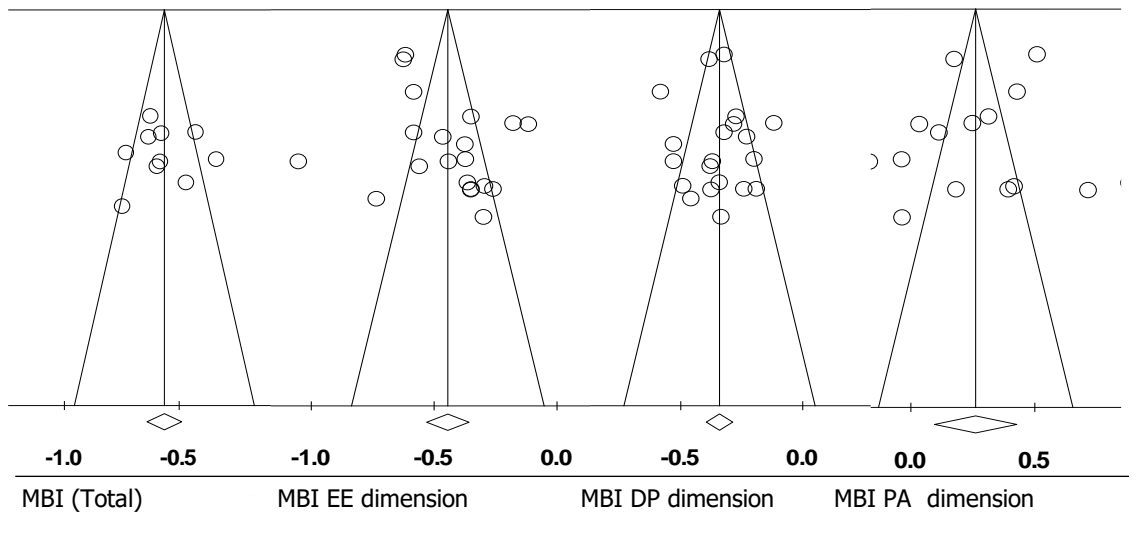
Table 2 illustrates the methods used to examine the publication bias in the three dimensions of burnout. The number of included studies were 20. In the Duval and Tweedie's Trim and Fill (random effect), the trimmed studies adjusted showed slight difference in significance and direction of the three dimensions of burnout. The Orwin's fail safe N in emotional exhaustion is 1008. This means that it would need to locate 1008 studies with mean correlation of 0 to bring the combined correlation over -0.01 (trivial). In the depersonalization dimension, the Orwin's fail safe N is 675. This means that it would need to locate 675 studies with mean correlation of 0 to bring the combined correlation over -0.01 (trivial). In the level of personal accomplishment dimension, the Orwin's fail safe is 598. This means that it would need to locate 598 studies with mean correlation of 0 to bring the combined correlation under 0.01(trivial).

Additionally, one of the instruments in examining the relationship between effect size and study size is the funnel plot. The funnel has x and y axis. The effect sizes are in the x axis and variance on the y axis. Larger independent studies tend to appear toward the top of the funnel plot and usually gather around the mean effect size. Smaller independent studies tend to appear toward the bottom of the plot (Light & Pillemer, 1984).

**Table 2**  
**Publication bias test results for each dimension of burnout**

Dimensions of Burnout	K	Egger Regression (p value 1-tailed)	Orwin's fail safe N Studies are needed for "trivial" SMD	Duval and Tweendie's Trim and fill (random effect)	
				Studies trimmed (to the right)	SMD Observed (adjusted)
Emotional exhaustion	20	0.02	1008 for -0.01	0	-0.42 (-0.42)
Depersonalization	20	0.40	675 for -0.01	0	-0.33 (-0.33)
Personal accomplishment	20	0.25	598 for 0.01	3	0.26 (0.37)

Figure 3 shows all the funnel plots of Maslach Burnout Inventory or MBI (scale) and the three dimensions of burnout. The four funnel display that most of the funnel plots are located on both left and right side of complete effect size symmetrically and toward the upper part of the funnel plot. It means that the funnel plots indicate the absence of a publication bias. In the absence of publication bias, the included independent studies are dispersed symmetrically around the mean effect size. If there is publication bias, the included studies are scattered asymmetrically. There are some studies missing in the middle and a lot of studies missing at the bottom (Borenstein et al., 2009).

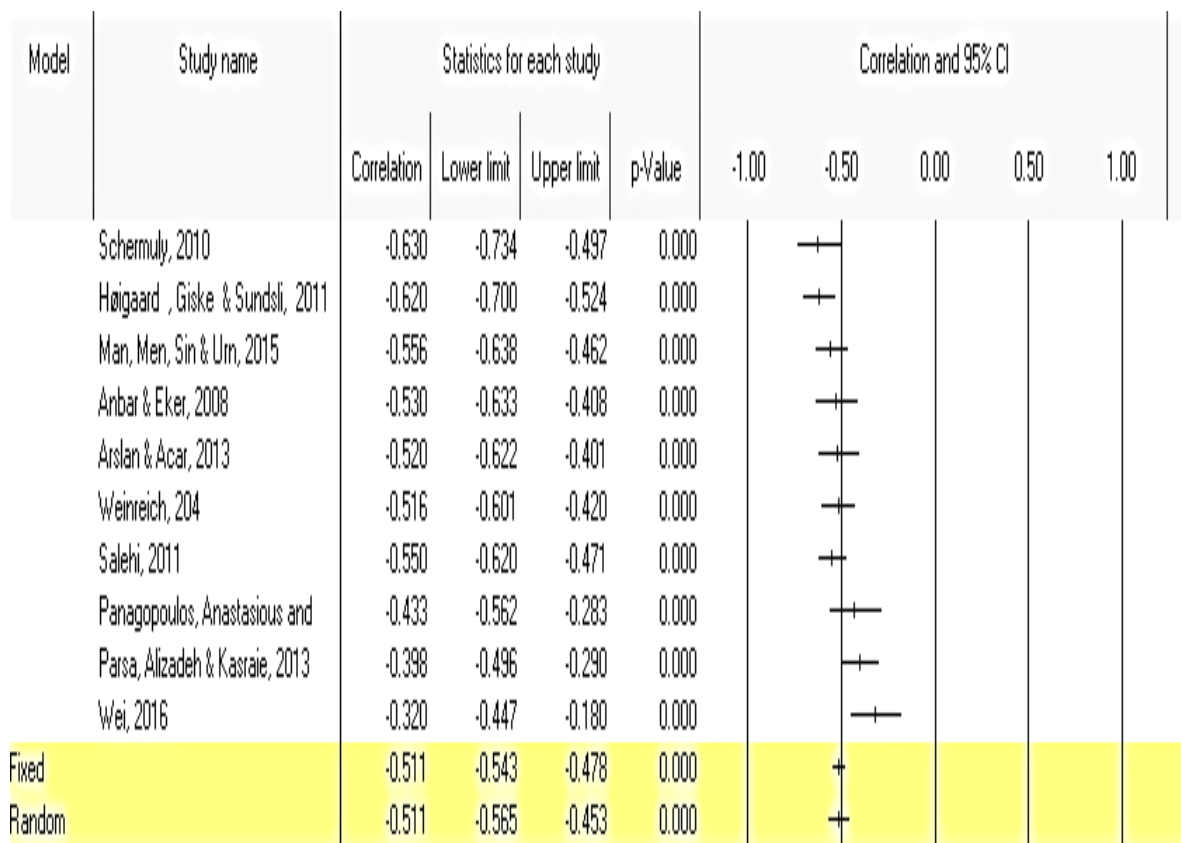


**Figure 3. Funnel Plots of MBI (scale) and Three Dimensions of Burnout**

## RESULTS

### Burnout and Job Satisfaction

Figure 4 illustrates the calculated effect sizes and combined effect sizes in fixed and random effect model for each of the included studies that report total scores for Maslach Burnout Inventory or MBI and job satisfaction. It shows the correlation between job satisfaction and burnout which vary between -0.63 and -0.32. The combination of these ten correlation coefficients yields a negative nearly moderate level of effect size: -0.511 (fixed effect) and -0.511 (random effect).



**Figure 4. Graph of the Forest Plot for the Included Studies of the Maslach Burnout Inventory or MBI-Total Score (Fixed and Random Effect Model)**

### Emotional Exhaustion and Job Satisfaction

Figure 5 shows the calculated effect sizes and combined effect sizes in fixed and random effect model for each of the included studies that report emotional exhaustion dimension of burnout and job satisfaction. It shows the correlation between job satisfaction and emotional exhaustion dimension of burnout which vary between -0.780 and -0.109. The combination of these 20 correlation coefficients produced a moderate level of negative correlation: -0.473 (fixed effect) and -0.417 (random effect).

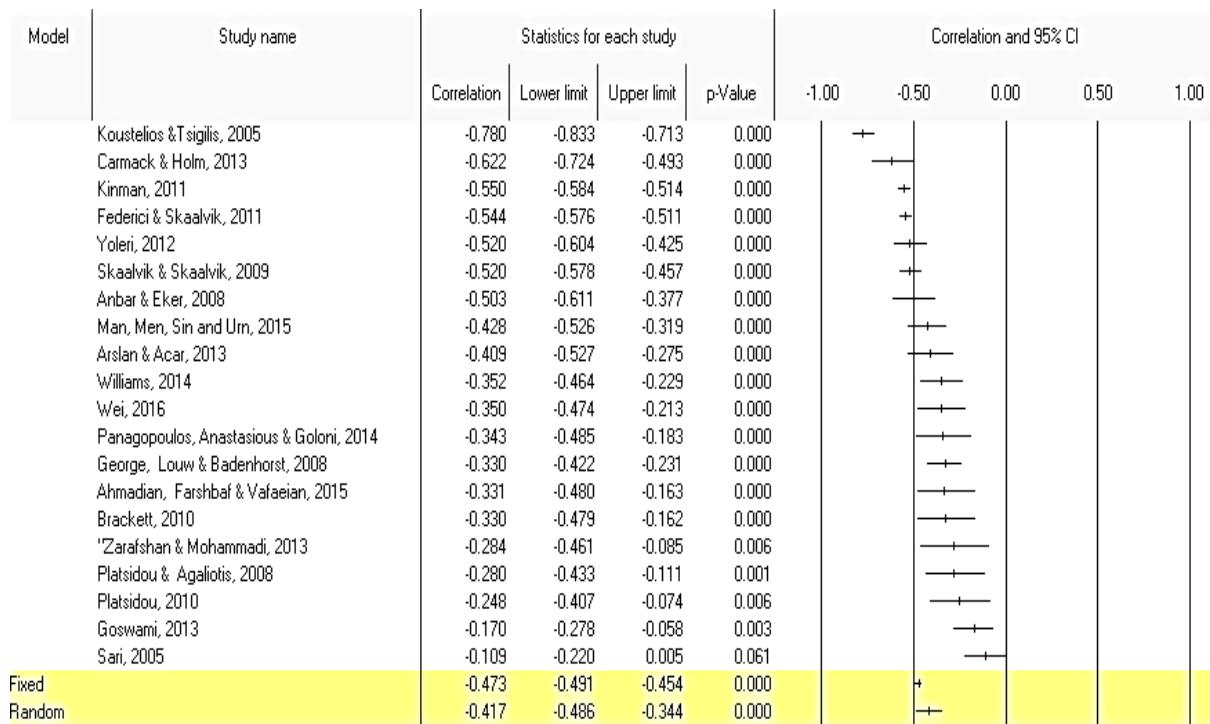


Figure 5. Graph of the Forest Plot for the Included Studies for Emotional Exhaustion Dimension of Burnout (Fixed and Random Effect Model)

### Depersonalization and Job Satisfaction

Figure 6 displays the calculated effect sizes and combined effect sizes in fixed and random effect model for each of the included studies that report depersonalization dimension of burnout and job satisfaction. It shows the correlation between job satisfaction and depersonalization dimension of burnout which vary between -0.520 and -0.111 The combination of these 20 correlation coefficients produced a small level of negative effect size: -0.334 (fixed effect) and -0.329 (random effect).



Model	Study name	Statistics for each study					Correlation and 95% CI				
		Correlation	Lower limit	Upper limit	Z-Value	p-Value	-1.00	-0.50	0.00	0.50	1.00
	Skaalvik & Skaalvik, 2009	-0.520	-0.578	-0.457	-13.639	0.000		+			
	Koustelios & Tsigilis, 2005	-0.480	-0.588	-0.355	-6.758	0.000		+			
	Williams, 2014	-0.480	-0.577	-0.370	-7.615	0.000		+			
	Platsidou & Agaliotis, 2008	-0.450	-0.579	-0.299	-5.397	0.000		+			
	Carmack & Holm, 2013	-0.423	-0.565	-0.257	-4.690	0.000		+			
	Kinman, 2011	-0.360	-0.403	-0.315	-14.582	0.000		+			
	Anbar & Eker, 2008	-0.356	-0.484	-0.213	-4.665	0.000		+			
	Ahmadian, Farshbaf & Vafaeian, 2015	-0.353	-0.499	-0.187	-4.024	0.000		+			
	Anslan & Acar, 2013	-0.348	-0.474	-0.208	-4.693	0.000		+			
	Panagopoulos, Anastasious & Goloni, Zafarshan & Mohammadi, 2013	-0.323	-0.468	-0.161	-3.805	0.000		+			
	Federici & Skaalvik, 2011	-0.317	-0.489	-0.121	-3.115	0.002		+			
	Federici & Skaalvik, 2011	-0.305	-0.346	-0.263	-13.421	0.000		+			
	Yoleni, 2012	-0.305	-0.412	-0.190	-5.021	0.000		+			
	Sari, 2005	-0.269	-0.372	-0.160	-4.713	0.000		+			
	George, Louw & Badenhorst, 2008	-0.260	-0.357	-0.158	-4.863	0.000		+			
	Brackett, 2010	-0.230	-0.391	-0.055	-2.565	0.010		+			
	Man, Men, Sin & Urm, 2015	-0.219	-0.336	-0.095	-3.427	0.001		+			
	Wei, 2016	-0.190	-0.329	-0.043	-2.522	0.012		+			
	Platsidou, 2010	-0.181	-0.347	-0.004	-2.005	0.045		+			
	Goswami, 2013	-0.111	-0.221	0.002	-1.921	0.055		+			
Fixed		-0.334	-0.355	-0.313	-28.984	0.000		+			
Random		-0.329	-0.376	-0.279	-12.340	0.000		+			

**Figure 6. Graph of the Forest Plot for the Included Studies for Depersonalization Dimension of Burnout (Fixed and Random Effect Model)**

### Personal Accomplishment and Job Satisfaction

Figure 7 illustrates the calculated effect sizes and combined effect sizes in fixed and random effect model for each of the included studies that report personal accomplishment dimension of burnout and job satisfaction. It shows the correlation between job satisfaction and personal accomplishment dimension of burnout which vary between -0.534 and 0.840. The combination of these 20 correlations produced a small level of positive effect size: 0.299 (fixed effect) and 0.256 (random effect).

Overall, the correlation between job satisfaction and burnout was -0.51 with 95% confidence interval of -0.565 to -0.453 and the p value is 0.000 ( $p < 0.05$ ) in random effect model. The following were the results for the three dimensions of burnout. For the emotional exhaustion subscale of burnout, it was -0.417 with 95% confidence interval of -0.486 to -0.344 and p value of 0.00 ( $p < 0.05$ ); for depersonalization subscale the mean effect size is -0.329 with 95% confidence interval of -0.376 to -0.279 and p value of 0.000 ( $p < 0.05$ ); for personal accomplishment subscale the mean effect size is 0.256 with 95% confidence interval of -0.095 to 0.403 and p value of 0.002 ( $p < 0.05$ ). All correlations were interpreted according to random effect model and were all statistically significant.

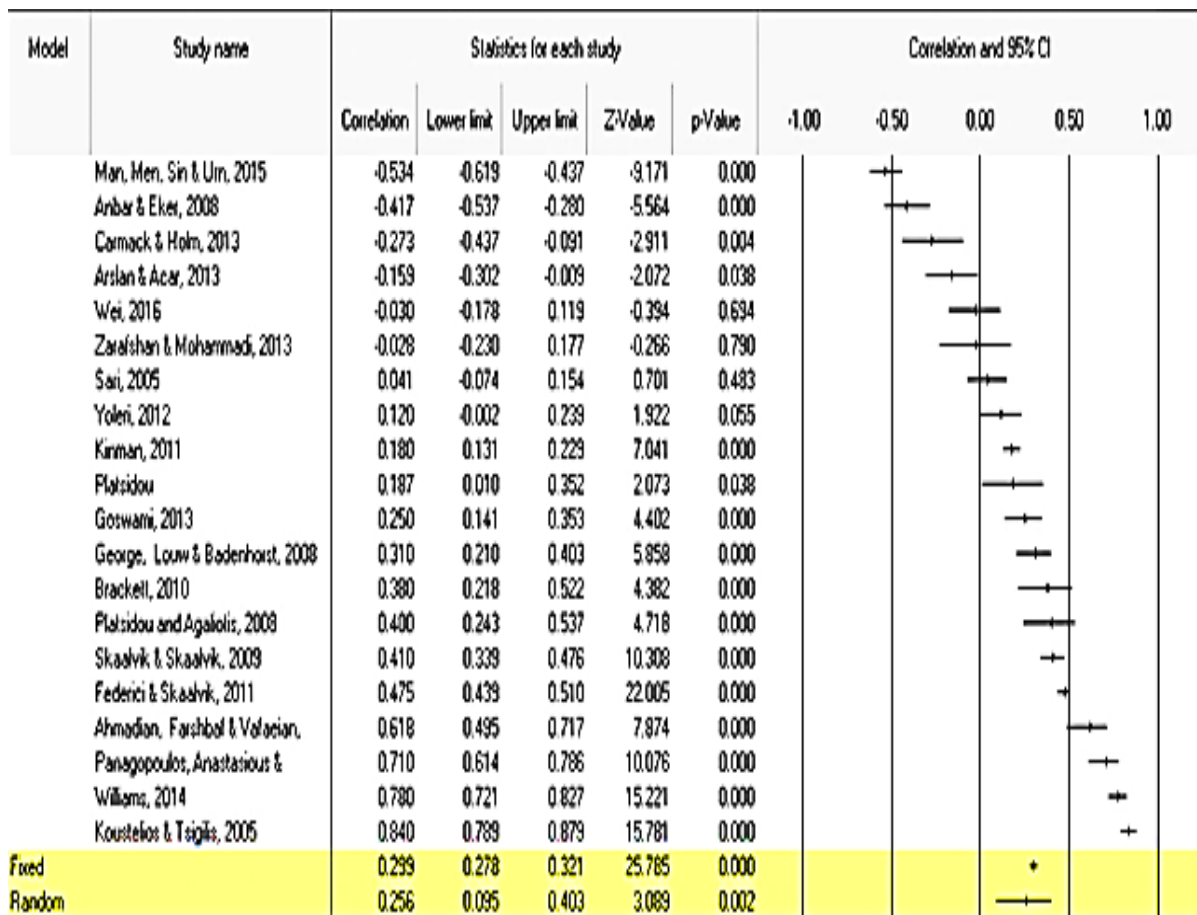


Figure 7. Graph of the Forest Plot for the Included Studies for Personal Accomplishments Dimension of Burnout (Fixed and Random Effect Model)

Meta-analysis Main Analyses of Job Satisfaction and Burnout

Table 3 displays the main meta-analyses of job satisfaction and burnout and its three dimensions in random effect model. Table 3 illustrates the mean effect sizes of the three dimensions of burnout. The overall effect size correlation between burnout and job satisfaction of educators is -0.51 with 95% confidence interval of -0.565 to -0.453 and the p value is 0.000 (p<0.05). It also illustrates the mean effect size of all the three subscales of burnout. The mean effect size of emotional exhaustion dimensions is -0.417 with 95% confidence interval of -0.486 to -0.344 and p value of 0.00 (p<0.05). In the depersonalization dimension, the mean effect size is -0.329 with 95% confidence interval of -0.376 to -0.279 and p value of 0.000 (p<0.05). In the personal accomplishment subscale,

the mean effect size is 0.256 with 95% confidence interval of -0.095 to 0.403 and p value of 0.002 ( $p < 0.05$ ). Therefore, all correlations in Table 3 are statistically significant.

Table 3 also shows the heterogeneity analysis which are located in the last three columns of the table. It also illustrates and gives proof that possible moderators were present in the 25 included studies. The results in the Q statistics are the following:  $Q_{MBI} = 25.909$  with p value of 0.002 ( $p < 0.05$ ),  $Q_{EE} = 220.084$  with p value of 0.000 ( $p < 0.05$ ),  $Q_{DP} = 81.102$  with p value of 0.000 ( $p < 0.05$ ) and  $Q_{PA} = 851.103$  with p value of 0.000 ( $p < 0.05$ ).

Therefore, all Q statistics are significant. The I squared statistics are the following:  $I^2_{MBI} = 65.26\%$ ,  $I^2_{EE} = 91.37\%$ ,  $I^2_{DP} = 76.57$  and  $I^2_{PA} = 97.77\%$ . These two results suggested the existence of heterogeneity and moderators. The analysis of moderator variables was completed for the three dimensions of burnout scale.

**Table 3**

**Meta-analysis main analyses of job Satisfaction and burnout**

	k	R	Z	P	95% CI	Q	P	I <sup>2</sup>
<b>Maslach Burnout Inventory or MBI Total Score</b>	10	-0.511	-14.606	0.000	-0.565 -0.453	25.909	0.002	65.262
<b>Emotional Exhaustion</b>	20	-0.417	-10.108	0.000	-0.486 -0.344	220.084	0.000	91.367
<b>Depersonalization</b>		-0.329	-12.340	0.000	-0.376 -0.279	81.102	0.000	76.573
<b>Personal Accomplishments</b>		0.256	3.089	0.002	-0.095 0.403	851.103	0.000	97.768

Notes: EE=Emotional Exhaustion. DP=Depersonalization. PA=Personal Achievement. CI=Confidence Interval. Z=Z score. k=the number of studies.

### Analysis of Moderator Variables for the Three Dimensions of Burnout

The title of participants (i.e. administrator, teacher and supervisor) and continents were the moderators of the study. Analysis of moderator variables was performed to

evaluate whether moderators mediate the correlation of job satisfaction and burnout and its three dimensions.

The analysis of moderator variables' results in random effect model can be found in Table 4. Table 4 shows the analysis of moderator variables for the three dimensions of burnout. In the personal accomplishment dimension, the "title of participants" and the "continents" appear to be the other moderators. Results of studies conducted in Europe (0.44) show that they are statistically stronger than the studies in Asia.

The results of the analysis of the moderator variables for the title of participants indicated that the correlation between emotional exhaustion and job satisfaction was -0.511 for administrators (k=3), while -0.406 for teachers (k=15); for depersonalization dimension, the correlation was -0.370 for administrators (k=3), while -0.326 for teachers (k=15); for personal accomplishments, the correlation was -0.286 for administrators (k=3), while 0.353 for teachers (k=15).

On the results of the between-groups analysis, there is no significant difference between administrators and teachers for the two dimensions of burnout (emotional exhaustion,  $Q_b=1.868$ ,  $p=0.172$ ; depersonalization,  $Q_b=0.668$ ,  $p=0.414$ ). Meanwhile, there is a significant difference in the personal accomplishment ( $Q_b=24.038$ ,  $p=0.000$ ). Therefore, the results of the study concluded that emotional exhaustion and depersonalization are not statistically affected by the title of participants (administrators and teachers) while personal accomplishments is statistically affected by the title of participants (administrators and teachers).

The results of the analysis of the moderator variables for the continent indicated that the correlation between job satisfaction and emotional exhaustion dimension of burnout was -0.441 for studies conducted in Europe (k=9), while -0.381 for studies conducted in Asia (k=8); for depersonalization dimension of burnout it was -0.357 for studies conducted in Europe (k=9), while -0.267 for studies conducted in Asia (k=8); for personal accomplishment dimension of burnout it was 0.441 for studies conducted in Europe (k=9), while -0.021 for studies conducted in Asia (k=8).

Results of the between-groups analysis revealed that there is no significant difference between Europe and Asia for the emotional exhaustion and depersonalization dimensions of burnout (emotional exhaustion,  $Q_b=0.689$ ,  $p=0.407$ ; depersonalization,  $Q_b=3.346$ ,  $p=0.067$ ). Nevertheless, for the personal accomplishments, meta-analysis revealed a significant difference between groups (personal accomplishments,  $Q_b=8.495$ ,  $p=-0.004$ ).

Therefore, based on the results of the between-groups analysis it may be concluded that the correlation between the two dimensions of burnout (emotional exhaustion and depersonalization) and job satisfaction are not statistically affected by continents (Europe and Asia) but personal accomplishments was statistically affected by continents (Europe

and Asia). While correlations vary by continents, there were some questions which were raised about the details for these differences.

**Table 4**  
**Analysis of Moderator Variables for the Three Dimensions of Burnout**  
**(Random Effect Model)**

Moderators	K	D	95% Confidence Interval	Qb	P
<b>Emotional Exhaustion</b>					
<b>Title of Participants</b>	18			1.868	0.172
Administrators	3	-0.511	-0.619; -0.383		
Teachers	15	-0.406	-0.489; -0.317		
<b>Continent</b>	17			0.689	0.407
Europe	9	-0.441	-0.542; -0.328		
Asia	8	-0.381	-0.468; -0.286		
<b>Depersonalization</b>					
<b>Title of Participants</b>	18			0.668	0.414
Administrators	3	-0.370	-0.449; -0.286		
Teachers	15	-0.326	-0.391; -0.258		
<b>Continent</b>	17			3.346	0.067
Europe	9	-0.357	-0.423; -0.287		
Asia	8	-0.267	-0.333; -0.198		
<b>Personal Accomplishments</b>					
<b>Title of Participants</b>	18			24.038	0.000*
Administrators	3	-0.286	-0.436; -0.122		
Teachers	15	0.353	0.166; 0.516		
<b>Continent</b>	17			8.495	0.004*
Europe	9	0.441	0.280; 0.579		
Asia	8	-0.021	-0.289; 0.249		

Note: If subcategory is less than 3, the studies were not included in the analysis. Thus subcategories of principal (k=2) and North America (k=2) and Africa (k=1) were removed.

Synthesis of the results shows that there is a negative correlation between burnout and job satisfaction. According to William (2014), correlation coefficients can be identified as either positive or negative. A negative correlation means that if one variable increases,

the other variable decreases. In this case, when the level of burnout increases, job satisfaction decreases or vice-versa (Andelkovic, Dragin, Bozic & Kotic, 2017).

Burnout among teachers, which include emotional exhaustion, depersonalization and personal accomplishment, can influence job satisfaction (Man, Men, Sin & Urn, 2015). According to Jennett, Harris and Mesibov (2003), this burnout is the most common occupational stress experienced by educators for a long period of time. An ill-effect of this burnout is dissatisfaction in the workplace, specifically in schools. This may explain why burnout causes further increase in the number of educators who wish to leave their schools (Matin, Kalali & Anvari, 2011). With this, a high turnover rate of teachers may arise in academic institutions.

This result is congruent to the meta-analysis of Sad et al. (2016) where burnout and job satisfaction are also negatively correlated. It also has a similar result on the research of Matin et al. (2011) where these two variables are inversely proportional. Hence, it revalidates the theory between job satisfaction and burnout that there is indeed a statistically significant relationship between these two variables.

Based on this conclusion, it is recommended that educational administrators consider developing burnout prevention program to all the teachers in an educational institution and consider conducting a survey regarding the level of burnout and job satisfaction of the teachers. Teachers with low level of job satisfaction will receive special attention.

Secondly, emotional exhaustion, the first subscale of burnout, and job satisfaction are also negatively correlated or inversely proportional. Teachers become emotionally exhausted when they feel fatigue, loss of energy and weakness. Educators are stressed when they are not able to finish their assigned tasks on time. When they exert too much energy, they may experience body malaise and generalized weakness.

When this main point of burnout escalates, educators feel dissatisfied of their jobs for they are not able to perform their tasks to the most of their abilities (Maslach & Jackson, 1981). It is essential for teachers to work on their optimum best in order to effectively discuss the lessons to their students. This is imperative not only for the educators' satisfaction but to the entire academic community as well because articulation of class topics is included in school instruction. Then, if teachers are satisfied with their jobs, they will be professionally fulfilled (Vargas, Cañadas, Aguayo, Fernandez & Dela Fuente, 2013).

The result of this study is consistent with the studies of Andelkovic, Dragin, Bozic and Kotic (2017); Man, Men, Sin and Urn (2015); Boles, Dean, Ricks, Short and Wang (2000) where the two variables are inversely proportional. Hence, there is indeed a statistically significant relationship between emotional exhaustion and job satisfaction.

Based on this conclusion, it is recommended that managers design and provide trainings to all new teachers to demonstrate mental readiness in handling emotional challenges in the professional aspect of life. Thus, information about burnout prevention to all new teachers is needed.

Third, depersonalization and job satisfaction are also negatively correlational. Depersonalization, which is also a burnout subscale, promotes distance between oneself and other people (Maslach et al., 2001). It is likely considered to be an undesirable move on the part of the educator when responding to students and fellow teachers.

When there is an increase in depersonalization, there is an opposite effect to job satisfaction. Teachers may show inappropriate attitude to other people when they have low self- morale as evidenced by the way they engage to other people. This dimension underlines its movement in a negative way. Moreover, mentors would not achieve job satisfaction if they act indifferently to the people in the workplace, which include the pupils and teachers.

Based on the study of Talachi and Gorji (2013), there is a significant association between depersonalization and job satisfaction. This holds true with the result of this research because there is a negative correlation between the two variables. Hence, there is indeed a statistically significant relationship between depersonalization and job satisfaction. Based on this conclusion, there appears a need for administrators to review school's existing procedures, policies and rules to address the depersonalization level of teachers.

Fourth, personal accomplishment, the third subscale of burnout, and job satisfaction are positively correlated. A positive correlation means that as one variable increases, the other variable increases as well (William, 2014). In this case, when personal accomplishment increases, job satisfaction also increases.

When a teacher has a low level of personal accomplishment, he/she has low self-esteem, incapacity and inability (Maslach & Jackson, 1981). The educator would then show negative reaction toward self, personal accomplishment and eventually to job satisfaction. The teacher's lack of self-confidence would reflect as he/she would not be both personally and professionally fulfilled in the workplace. The educator would not have enough capacity to perform certain tasks which will lead to further dissatisfaction in the school setting. The mentor would then be incapable of improving his/her academic rank, with corresponding salary upgrade, which are essential in job satisfaction.

In the study of Ahmadian, Farshbaf and Vafaeian (2015), a positive correlation was found between personal accomplishment and job satisfaction which agrees with the findings of the present study with respect to the aforementioned variables. Thus, the statistical evidence on the significant relationship that exists between personal accomplishment and job satisfaction is strengthened further.

Based on this conclusion, it is recommended that educational managers provide support for professional development activities such as further studies, sponsored training aligned to the teachers' expertise and other related endeavors that would boost the morale and increase the level of teachers' self-confidence.

Overall, this study found that all three subscales of burnout which are emotional exhaustion, depersonalization and personal accomplishment significantly influence the level of job satisfaction among teachers. A physical manifestation of decreased job satisfaction could be the increase in the number of teacher-absentees. This frequent occurrence of teachers' failing to attend to work regularly generally disrupts the normal operations of schools which certainly affects performance of students.

According to the study of Finlayson as cited in Porres (2016), when teachers are frequently absent, learner's performance and achievement would be affected negatively. Increase in the number of teacher-absentees tends to decrease the instructional efficiency and effectiveness (Spencer, 1988) and gradually affects the educational system (Brooks, 2015). In the study of Nelson and Quick as cited in Kwesi (2013), teachers who are frequently absent have low level of job satisfaction.

In addition, teachers with low self-confidence or with low morale are usually not as productive as when they are motivated to work or have higher level of self-confidence. According to the study of Latt as cited in Nyakongo (2011), motivation is an important factor in an organization's performance and individual accomplishments. Teachers who are motivated are passionate to commit themselves in accomplishing their personal and institutional goals (Mruma, 2013). Educational system will then be improved if teachers are well motivated (Winters, 2014). If there is an increase in the level of job dissatisfaction and burnout, teacher's motivation and performance are negatively affected (Mangaleswarasharma, 2017). In the study of Sharif and Nazir as cited in Mangaleswarasharma (2017), low level of job satisfaction of teachers will lead to high turnover rate, stress and decreased level of performance and productivity.

Hence, it is suggested that educational leaders consider providing both intrinsic and extrinsic motivators such as incentive plan, promotion opportunities, additional benefits, proper recognition program and provide healthy work environment to appropriately address the problem on the increase number of teacher-absentees and decreased level of teacher's motivation. According to Mruma (2013), educators have both intrinsic and extrinsic desires. One of the extrinsic elements of job satisfaction is compensation. When teachers are properly compensated, they will be contented and pleased with their occupation and thus be satisfied (Kwesi, 2013).

Additionally, it is recommended that school administrators consider creating a nurturing work environment to effectively and efficiently increase the level of performance, motivation, self-confidence and job satisfaction of teachers. According to the study of Raziq and Maulabakhsh (2014), there will be high level of commitment, loyalty, productivity and



success if teachers are working in a healthy work environment. Organizational commitment will also be strengthened and improved if educational leaders will develop positive work environment (Gaire & Bahadur, 2016).

One essential factor which can influence teacher's job satisfaction is work environment (Mbogo, 2015). The task of school administrators in managing and improving the level of job satisfaction of teachers is to create a healthy work environment (Hill, 2014). Creating a nurturing work environment will lead to teacher's well-being while poor work environment will result to dissatisfaction of job (Mbogo, 2015) and increase in the number of teacher-absentees that will eventually lead to poor student's performance (Shonje, 2016). Teachers who are working in a healthy work environment will also consider teaching as a long-term profession (Mbogo, 2015).

In the academic field, educational institutions can only attain their objectives if the job satisfaction of the teachers is high. Stakeholders such as principals, staff and especially the educators, who have high job satisfaction, are considered assets because they help their schools in attaining their objectives (Judge et al., 2001). If the teachers' motivation and job satisfaction are not high enough, objectives in the academe will not be achieved (Panagopoulos et al., 2014).

The overall results of this study are congruent in the research of Lee and Ashfort (1996), emotional exhaustion, depersonalization and personal accomplishment have significant relationships to job satisfaction. The research of Sad et al. (2016) and Goswami (2013) yielded the following results: negative correlation between emotional exhaustion and job satisfaction; negative correlation between depersonalization and job satisfaction; and positive correlation between personal accomplishment and job satisfaction. This is consistent to the results of this study on the dimensions of burnout. Therefore, it revalidates the existing theory that emotional exhaustion, depersonalization and personal accomplishment are all statistically significant to job satisfaction.

School administrators or educational leaders can also consider addressing burnout syndrome and dissatisfaction of job by providing additional administrative support and attention needs for both seasoned and new teachers to cope with the three dimensions of burnout and the level of job satisfaction. The results of the study may also encourage and influence policy makers to improve the different educational policies for the well-being of teachers.

Furthermore, based on the results of the between group analysis on continents, it is concluded that there is no significant difference between Europe and Asia on the emotional exhaustion and depersonalization dimensions of burnout to job satisfaction. The European and Asian educators react diversely to job satisfaction when they feel tired and when they distance themselves from their co-workers and students. These differences could be explained by the diversities of culture between people of different countries across

continents and differences in educational system, ethics, ideals, standards, drills, trainings, practices, rules or standards (Sad et al., 2016).

Meanwhile, there is a significant difference between personal accomplishment and job satisfaction of the Asian and European teachers. Respondents feel job dissatisfaction when they show low self-esteem and incapacity to do their assigned tasks. This may be explained by the strain of feeling inadequate to perform their respective tasks, thus thinking that this serves as hindrance to the fulfillment of their jobs (Anwer et al., 2015).

Based on the results of the between-group analysis regarding titles, it is concluded that there is no significant difference between administrators and teachers for the two dimensions of burnout which are emotional exhaustion and depersonalization to their job satisfaction. This means that the title of being an administrators or teacher is not a vital factor in both emotional exhaustion and depersonalization in response to job satisfaction. This may be due to the fact that both administrators and teachers respond differently when succumbing to these two dimensions of burnout. Administrators and teachers may or may not be satisfied with their professions even after suffering from emotional exhaustion and depersonalization, regardless of their titles.

On the other hand, it is also concluded that there is a significant difference between administrators and teachers for the subset of personal accomplishment. When both administrators and teachers experience decreased personal accomplishment, they both exhibit job dissatisfaction. When both of these participants have their confidence levels at their lowest, they feel discontented and are open to the suggestion of moving-out to another educational institution (Maslach, 1982).

The result of this meta-analysis study relied on the findings and results of the independent studies and was limited on the data given by the original research. This meta-analysis study had limitations and these limitations must be kept in mind when understanding the results. The first limitation is the number of included studies especially from the other continents of the world. Future research may add additional studies from other continents of the world to conduct a similar meta-analysis study. The second limitation is the characteristics of the sample. Only teachers and administrators were included because of the insufficient number of studies about the burnout and job satisfaction of other educational stakeholders.

For future researchers who will conduct a similar study, the following are recommended to be conducted: (1) a longitudinal study to explain the underlying consequences between the two variables; (2) similar meta-analysis in order to stipulate the other predictors of burnout; (3) experimental studies between the two variables; (4) similar meta-analysis regarding other professions; (5) focus on the studies of burnout and job satisfaction in the continents of America and Africa; (6) nonlinear correlation test for individual studies.

To sum up, teaching profession is truly one of the highly difficult careers (Goswami, 2013) and challenging professions in the world (Danielson, 2010). Teachers who are enthusiastic and committed to their works are most prone to high levels of stress. If stressed for a length of time, they may feel what is commonly known as “burnout” (Farber, 1998).

Based on the results of this meta-analysis study, there is a need for organizations to recognize and identify the primary problem of burnout and create programs to overcome it or much better, to prevent it. Both educational institutions and personal precautions are essential to prevent the emotional and physical indicators of burnout (Kucukoglu, 2014).

Moreover, there are individual ways in dealing and preventing teachers' burnout. One concrete action that teachers may do is to create a balance and set clear boundaries between work and personal life. It is healthy to have sufficient time to sleep and set a relaxation period (Kehl, 2012). School administrators can also help teachers in coping with burnout through creating and implementing different prevention programs. Teachers will be more effective and efficient in their profession if they are happy and working in a stress-free environment.

According to Meador (2017), teaching profession is usually exciting and thrilling, though at times, it may also be annoying, depressing and frustrating. Additionally, it is considered as a rewarding profession and there are a handful of reasons on why is it considered a fulfilling career (Daniels, 2015).

First, teachers, by the nature of their job, are privileged to have the opportunity to make a difference, create big impact and contribute to the lives of the learners (Thomas, 2016). Over the years, learners tend to remember their teachers who inspired them to reach their aspirations and visions in life. These remembered teachers serve as role models to students for their examples to be emulated and values to be imbibed in their own chosen careers.

Second, teachers can discuss lessons which are beyond books. They could educate the learners how to properly solve problems in life, how to sincerely apologize when making mistakes, how to be responsible when making decisions, how to build good relationships with other people and how to have good manners (Lam, 2016).

Third, teachers have the chance to use their creative minds in planning and developing strategies that would help learners further understand (Daniels, 2015).

Lastly, teachers cherish memorable and surprising moments when they are surrounded with care and love from the learners. Learners love to appreciate the little things made by their teachers. A simple sign of “Thank You,” “I love you” and “I miss you” can melt the hearts of their instructor and make them teary-eyed as well (Lam, 2016).

Thus, it is essential that teachers are contented and satisfied with their profession (Abdullah, 2003). Teacher's job satisfaction should be attained in order to avoid job burnout (Wei & Abdullah, 2016). Teachers who have high job satisfaction are considered assets

because they help their organizations attain their objectives (Judge et al., 2001). Teachers who are dissatisfied with their work are in the low level of hierarchy of job satisfaction which can be the source of decreased motivation and performance (Goswami, 2013).

Given all of these, responsible educational leadership would aim at creating a nurturing work environment for teachers to sustain positive attitude, higher level of self-confidence and increase level of job satisfaction.

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