

The relationship between burnout and job satisfaction: A study on school administrators

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Abstract. This study explores the impact of burnout on job satisfaction among school administrators working in public schools in Türkiye. Grounded in the increasing importance of psychological well-being in educational leadership, the research aims to identify how burnout measured through emotional exhaustion, depersonalization, and personal accomplishment affects overall job satisfaction. Utilizing a quantitative cross-sectional design grounded in causal-comparative logic data were collected from 345 administrators using validated burnout and job satisfaction scales. The findings reveal a significant negative correlation between emotional exhaustion and job satisfaction, and between depersonalization and job satisfaction, while personal accomplishment exhibits a strong positive relationship with job satisfaction. Regression analysis indicates that burnout explains 53.6% of the variance in job satisfaction, highlighting its substantial influence. These results underscore the importance of addressing burnout as a critical factor affecting administrative performance and institutional effectiveness in education. The study contributes to the literature by providing empirical evidence from the Turkish context and offers practical implications for educational policymakers aiming to enhance leadership sustainability. Efforts to strengthen emotional resilience, promote a sense of professional accomplishment, and mitigate exhaustion among school leaders are essential for fostering both individual well-being and organizational success.

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1. INTRODUCTION

The continuous transformation of working life, the influence of new socio-economic dynamics, and the replacement of traditional managerial assumptions with contemporary paradigms have directly affected employees' psychological and professional experiences. In this evolving context, intensified competition, increased organisational expectations, and growing performance pressures have heightened concerns regarding employee well-being, particularly burnout and job satisfaction.

The education sector, due to its inherently dynamic and socially embedded structure, is particularly sensitive to these ongoing changes. Within educational institutions, school administrators occupy a central position. Beyond instructional leadership, they are responsible for implementing educational policies, managing human and financial resources, coordinating relationships among teachers, parents, and students, and ensuring the effective functioning of schools. These multidimensional responsibilities frequently place administrators under sustained emotional and psychological pressure.

Professions characterised by intensive interpersonal interaction are widely recognised as being especially vulnerable to burnout (Bezliudnyi et al., 2019; Figueiredo, 2016). School administrators represent a particularly exposed group in this respect, given the complexity of their roles and the multiplicity of stakeholder expectations. Therefore, the well-being of school administrators should be considered not only an individual concern but also an organisational and systemic issue affecting institutional sustainability.

Burnout has consistently been associated with adverse outcomes such as reduced performance, negative work attitudes, diminished organisational commitment, and lower job satisfaction (Dworkin, 2001; Hellesøy et al., 2000). At the same time, job satisfaction has long been regarded as a key determinant of motivation, effectiveness, and professional commitment (Locke, 1969; Robbins & Judge, 2013). Higher levels of job satisfaction are generally linked to improved individual and organisational outcomes (Elsherbeny & El-Masry, 2018).

Although numerous studies have examined burnout and job satisfaction across various professional groups, research specifically focusing on school administrators remains comparatively limited, particularly within emerging and non-Western educational contexts. Existing studies have often concentrated on leadership practices, organisational climate, or individual characteristics rather than directly analysing the multidimensional impact of burnout on overall job satisfaction among school administrators (Beausaert et al., 2016; Horwood et al., 2021; Marsh et al., 2023; Yıldız et al., 2023).

In addition, recent global developments, including the COVID-19 pandemic, have intensified workload, uncertainty, and emotional strain within educational systems, further emphasising the need to understand burnout among school leaders (Voss et al., 2023). In this context, empirical evidence examining how different dimensions of burnout relate to job satisfaction among school administrators is both timely and necessary.

Accordingly, the present study aims to examine the relationship between burnout and job satisfaction among school administrators working in public schools in Türkiye. By analysing burnout through its three dimensions emotional exhaustion, depersonalisation, and personal accomplishment and investigating their respective associations with job satisfaction, the study seeks to contribute empirical evidence to the international literature on educational leadership and occupational well-being.

Rather than advancing causal claims, the study adopts a quantitative, cross-sectional approach to identify patterns of association within a professional group that plays a critical role in the quality and sustainability of educational services. In doing so, it aims to provide context-specific yet internationally relevant findings that may inform future comparative and longitudinal research.

2. CONCEPTUAL AND THEORETICAL FRAMEWORK

In recent years, a growing body of evidence has indicated the emergence of burnout as a significant issue with potential ramifications across all dimensions of working life. In the international literature, this phenomenon is referred to by terms such as "job burnout," "staff burnout," or "burnout syndrome." In the national literature, it is most frequently described as "burnout syndrome" or "occupational burnout". Burnout is defined as a state of detachment from one's work and environment, characterised by psychological reactions that engender a sense of meaninglessness regarding professional activities. In this context, burnout is regarded as a reactive behaviour encompassing psychological and physical responses, particularly among employees in service sectors such as healthcare, education, and social services, where face-to-face communication is an essential aspect of the job.

The phenomenon of burnout is being discussed with increasing frequency as a new contextual challenge within working life. Freudenberger, in his seminal study, defined burnout as "a state of exhaustion characterised by feelings of failure, depletion, loss of motivation, and the inability to meet expectations and demands encountered in the workplace" (Bakker, Demerouti, & Verbeke, 2004, pp. 83–104).

In the extant literature, the concept of burnout has been defined in a variety of ways. The concept of burnout can be defined in a number of ways. Mattingly (1977) described it as "a structure composed of symptoms, behaviours, and attitudes that individuals express differently." Edelwich and Brodsky (1980) viewed it as "a process resulting from working conditions that leads to the loss of ideals, energy, and goals related to one's job." Pines and Aronson (1988) termed it "a state of physical, emotional, and mental exhaustion caused by prolonged exposure to emotionally demanding situations." Finally, Kammer (2013) described it as "an experience of alienation, and a physical, mental, emotional, and psychological phenomenon." The condition has been described in various ways. Pines (1993) described it as "a condition characterised by stagnation, low self-esteem, poor concentration, and a tendency to blame others". In another study, Pedrabissi and Santinello (1993) described it as "a psychological problem involving distancing, hypersensitivity, and indifference in relationships". Edelwich (1980, p. 14) described it as "the gradual loss of hope, purpose, and positive energy among individuals working in helping professions". The phenomenon of burnout has been explained in the literature through various theoretical perspectives, including the "social psychological perspective," "social comparison theory" (Buunk & Schaufeli, 1993), "stress factor theory" (Cordes & Dougherty, 1993), and the "conservation of resources theory" (Hobfoll & Lilly, 1993).

The phenomenon of burnout, which is fundamentally rooted in stress, manifests through reactions such as emotional exhaustion, depersonalisation, and a decline in personal accomplishment. In instances of burnout, employees frequently encounter substantial challenges in their interpersonal interactions, especially during periods of conflict (Maslach, 1982, p. 1). Individuals often demonstrate an inability to eliminate the stress they experience or the work relationship-related factors that contribute to burnout, despite their personal capacities. Drawing upon the findings of their research, Maslach and her colleagues proposed an alternative interpretation of the concept of burnout, defining it as "a prolonged response to chronic emotional and interpersonal stressors in the workplace, resulting from personal, social, and organisational causes" (Maslach et al., 2001, p. 397). In accordance with this approach, they conceptualised burnout across three distinct dimensions that categorise emotional responses: emotional exhaustion, depersonalisation, and personal accomplishment. The emotional exhaustion dimension refers to the stress component that triggers burnout, expressing the depletion of emotional and physical resources. The depersonalisation dimension represents the social relational aspect, characterised by negative attitudes and emotional detachment from work. Finally, the reduced personal accomplishment dimension reflects "the tendency of employees to evaluate themselves negatively" (Budak & Sürgevil, 2005).

Maslach (1982) theorises that emotional exhaustion constitutes the initial stage of the burnout process (Akçamete et al., 2001). Emotional exhaustion, where stress plays a decisive role, frequently occurs in jobs characterised by intense face-to-face interactions. This is the result of the depletion of energy due to excessive psychological and emotional demands (Akten, 2007, p. 48). The phenomenon of emotional exhaustion is characterised by the perception that an individual's emotional reserves have been exhausted in their attempts to cope with stress (Pines & Keinan, 2005, p. 626). Budak and Sürgevil (2005, p. 100) define depersonalisation as an indifferent and harsh attitude towards service recipients, characterised by a disengagement from work. Employees may disregard the needs and demands of those they serve and adopt a demeaning attitude toward them. Within the dimension of depersonalisation, employees frequently perceive an inability to exercise control over their environment or their work. In adverse situations, employees may experience feelings of helplessness, leading to a mechanical response as a coping strategy. Depersonalisation is widely regarded as a reaction to extreme stress and psychological dissatisfaction.

A low sense of personal accomplishment is indicative of an employee's tendency to evaluate themselves negatively (Maslach, Schaufeli, & Leiter, 2001, p. 403). Individuals encountering this dimension often engage in introspection, posing questions such as, "What is my purpose?", "What is the reason for my existence?", or "Was opting for this occupation a misjudgement?" (Maslach, 2006). As Ersoy and Utku (2005, p. 44) assert, employees' perceptions of poor personal performance are more prevalent in tasks that require teamwork and intensive interaction with others. Individuals begin to perceive themselves as inadequate employees, feel insufficient, and experience a decline in motivation. Within this dimension, individuals may also experience feelings of being left behind in their professional endeavours, perceive their efforts as futile, and feel unable to exert influence over their environment. As Veenhoven (1996, pp. 11–13) asserts, the fulfilment of employees' expectations in a positive manner can result in both psychological and job satisfaction. It is evident that levels of burnout can have a considerable impact on employees' overall job satisfaction.

Job satisfaction exerts a significant influence on various aspects of success in life and is closely associated with performance, motivation, and organisational commitment. The term is most commonly defined as an employee's subjective assessment of their job satisfaction or dissatisfaction (Davis, 1981, p. 13). The correlation between job satisfaction and performance is positive; that is to say, the better an individual performs in their job, the higher their level of job satisfaction tends to be. Consequently, satisfaction with performance is contingent on the extent to which expectations are met or exceeded. Job satisfaction can be defined as the accumulation of positive feelings based on individuals' enjoyment of and evaluations regarding their work (Federici & Skaalvik, 2012, p. 300). Job satisfaction is defined as a psychological state that affects individuals' perceptions of their professional and organisational lives, their career expectations, and their ability to fulfil these expectations. In this regard, job satisfaction can be defined as the set of behaviours that emerge from employees' evaluations of their expectations and experiences concerning both their work and their interactions within the work environment.

Maslach and Schaufeli (1993) posit the hypothesis that job satisfaction and burnout are inversely related, proposing that employees with lower levels of job satisfaction exhibit a higher propensity toward burnout. Employees experiencing burnout are more likely to exhibit absenteeism and demonstrate alienation towards both their colleagues and their work. It has been observed that such individuals frequently exhibit symptoms of persistent dissatisfaction, emotional detachment, and a lack of seriousness towards their professional responsibilities. A pervasive sense of weariness and despondency with regard to professional obligations becomes the prevailing sentiment. The phenomenon of burnout syndrome has been demonstrated to result in a relative decline in employees' job performance and the quality of the services they provide. The phenomenon of individuals experiencing a gradual decline in their ability to cope with the demands of their professional roles, resulting from prolonged exposure to emotional, physical and

mental exhaustion in the workplace, is of particular interest. Burnout is characterised as a deterioration of emotional well-being triggered by conditions perceived as unchangeable. This phenomenon has been referred to as a form of "professional autism," wherein creativity diminishes and the ability to improve or innovate is lost (Tümekaya, 1999).

As stated in the relevant literature, there appears to be a correlation between employee engagement and burnout (Kamis, 1981). Cherniss (1980) advanced a seminal theory on the subject of burnout, proposing a model in which job-related stress and burnout can exert a simultaneous influence on employees, thereby demonstrating a reciprocal impact among coworkers. As demonstrated in the studies conducted by Dequette et al. (1994), Lee et al. (2003), and Piko (2006), issues arising from burnout have been shown to result in diminished productivity, job dissatisfaction, and a decline in professionalism. Lee and Ashforth (1993, pp. 3–20) reported a negative relationship between job satisfaction and emotional exhaustion, particularly in comparison to personal accomplishment and depersonalization. Moreover, a strong correlation has been identified between burnout and various job satisfaction-related variables, including diminished perceived control, diminished life satisfaction, suboptimal health outcomes, and intentions to resign from one's current position. A preponderance of research consistently identifies a negative relationship between burnout and job satisfaction (Goswami, 2013; Yılmaz & Aslan, 2018; Yalçın, 2018; Yücekaya, 2019; Böke & Norman, 2022; Güner et al., 2014). In their study of academics working in the public sector, Orhan and Komşu (2016) also found a negative relationship between burnout and job satisfaction. In a similar vein, Kinman et al. (2011) identified a significant negative correlation between burnout and job satisfaction in their research on teachers in the United Kingdom.

In their 2011 study, Bilgin et al. posited that there exists a negative linear relationship between employees' levels of job satisfaction and workplace satisfaction, and their levels of burnout and symptoms of depression. As Sivrikaya and Erişen's (2019) study demonstrated, employees experienced considerable impact from feelings of burnout, which resulted in an inability to attain the desired level of job satisfaction. In a similar vein, Khamisa et al. (2015) reported a strong inverse relationship between burnout and job satisfaction in their study. In their research on teachers, Kırat, Kırat, and Yağcı (2024) identified a moderate negative relationship between burnout and job satisfaction, and further noted that perceptions of burnout significantly and negatively predicted perceptions of job satisfaction. As Kara's (2020) study also demonstrated, a significant yet negative correlation was identified between job satisfaction and burnout among visual arts teachers. In a study conducted with teaching professionals in Greece, Karavasilis (2019) reported that those who expressed greater job satisfaction were found to have lower levels of burnout. Concurrently, research undertaken in the Czech Republic among primary school teachers determined that burnout exerted a detrimental effect on job satisfaction (Smetackova et al., 2019). Moreover, the study by Gursel, Sünbül, and Sari (2002) revealed that school principals experienced greater levels of job dissatisfaction and depersonalisation compared to teachers.

As posited by Hameli et al. (2024), factors such as workload, administrative support, and stakeholder interactions have been demonstrated to exert a variable influence on levels of burnout and job satisfaction across different educational environments. Jessica et al. (2023) corroborated the notion that the workplace environment constitutes a pivotal element in the cultivation of employees' job satisfaction. As Arros (1988) asserted, the prevalence of burnout among school principals can be attributed to a multitude of factors, including working conditions, job stress, excessive workload, declining status, and unsatisfactory interpersonal relationships. DeMatthews, Carrola et al. (2021) posited that stress and burnout have the potential to impede the efficacy of school administrators, with the possibility of resulting in attrition within the profession. A number of factors have been identified as contributing to the exacerbation of burnout, including intra-school relationships, challenges encountered with teachers, parents, or students, personal problems, and criticism from the broader community. In addition to these factors, personality traits have

been demonstrated to render school administrators more susceptible to burnout (Brock & Grady, 2000). In his study, İvek (2022) identified students' lack of interest in school and coursework as a significant factor contributing to school administrators' burnout. It is important to note that the intensity of burnout experienced by school administrators is further compounded by a number of factors. These include unclear curriculum-related tasks, unnecessary bureaucratic procedures, resource shortages, a lack of meritocracy, administrative indifference, and inadequate physical infrastructure. Friedman (2002) also identified parental pressure as a significant cause of burnout among school principals.

The relationships that school principals establish with their surrounding environment have been shown to have a positive impact on their professional commitment. Conversely, communication problems or tensions have been demonstrated to exert a negative influence. De Jong et al. (2017) observed that elevated job demands and the challenges associated with managing difficult stakeholders are significant contributors to job dissatisfaction among school principals. Job satisfaction is influenced by a number of factors, including the successful execution of work tasks, the form and methods of work, working conditions, relationships with colleagues and superiors, workload, opportunities for promotion, and compensation (Çelikkalp et al., 2019). As Schulze-Hagenest et al. (2023) demonstrate, elevated levels of burnout symptoms among school principals are associated with diminished job satisfaction and diminished levels of professional performance. As demonstrated in the extant literature, the subdimensions of burnout (Maslach et al., 2001) exert divergent effects on job satisfaction. Specifically, emotional exhaustion and depersonalisation have been shown to exert a negative influence on job satisfaction (Üstündağ & Büber, 2023; Zengin et al., 2021; Tuncel, 2012; Çelebi & Kayasandık, 2018; Üngüren et al., 2010). Conversely, a positive relationship has been identified between the personal accomplishment dimension of burnout and job satisfaction. In summary, the personal accomplishment dimension of burnout has been shown to exert a positive influence on job satisfaction (see Üstündağ & Büber, 2023; Tuncel, 2012; Üngüren et al., 2010; Çelebi & Kayasandık, 2018; Alp, 2007).

Based on the literature review and the theoretical framework regarding the variables, the following hypotheses are proposed:

H1: Emotional exhaustion has a significant negative effect on job satisfaction.

H2: Depersonalization has a significant negative effect on job satisfaction.

H3: Personal accomplishment has a significant positive effect on job satisfaction.

3. METHODOLOGY

Under this section, the purpose of the study, the research model, the target population and sample, as well as the scales used in the study, are presented.

3.1. Purpose and research model

The aim of this study is to determine the impact of school administrators' experiences of burnout on their job satisfaction. The research model developed for this purpose is presented in Figure 1.

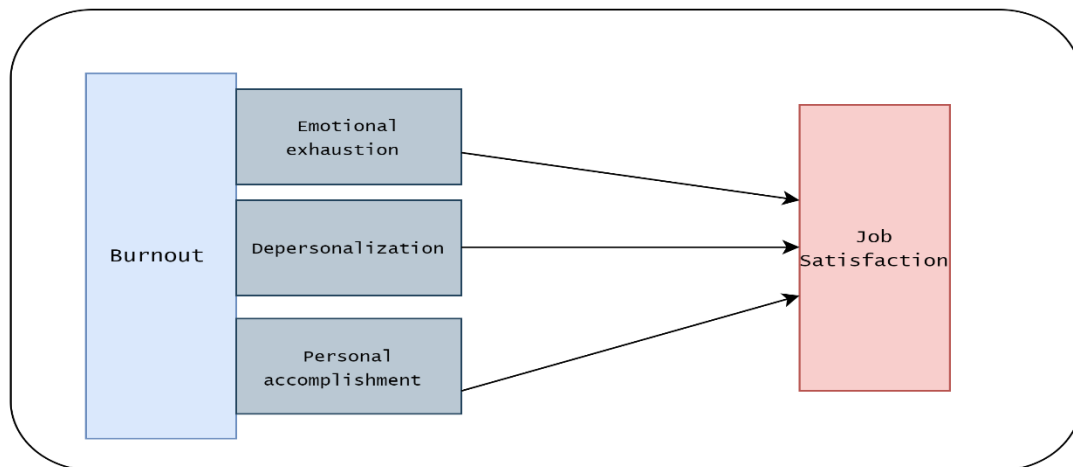


Figure 1. Research Model

The study aims to test the proposed hypotheses within the framework of the research model developed for this study. In this context, consistent with the existing literature, burnout was evaluated through its three subdimensions, while the job satisfaction scale was assessed as a holistic construct (Weiss, Dawis, England, & Lofquist, 1967; Ulu & Vatan, 2023).

3.2. Population and sample of the study

The population of the study consisted of all school administrators working in public schools located within the municipal boundaries of Isparta city centre during the 2023–2024 academic year. According to official records, the total population included 376 administrators, comprising 129 school principals, 16 deputy principals, and 231 assistant principals employed in preschools, primary schools, middle schools, and high schools.

Given that the entire population was accessible, the study was conducted using a full enumeration (census) approach rather than a sampling method. All 376 administrators were invited to participate in the study. Of the distributed questionnaires, 351 were returned, corresponding to a response rate of 91.8%. After screening the responses, six questionnaires were excluded due to incomplete data. Consequently, 345 valid questionnaires were retained for statistical analysis.

Considering the census-based design and the high response rate, the likelihood of non-response bias is regarded as limited. However, no formal non-response analysis was conducted.

3.3. Data collection technique and scales

The data for this study were collected using a structured survey instrument consisting of three sections. The first section included four questions designed to obtain demographic information about the participants. The second section measured burnout, while the third section assessed job satisfaction. Burnout, the independent variable of the study, was measured using the Maslach Burnout Inventory–Educators Survey (MBI-ES), originally developed by Maslach and Jackson (1981) and adapted into Turkish by Ergin (1992). The MBI-ES is a three-dimensional scale designed to assess burnout among professionals working in occupations involving intensive interpersonal interaction.

The first dimension, Emotional Exhaustion, consists of nine items and reflects feelings of fatigue, depletion, and emotional overload resulting from excessive psychological demands. The Cronbach's alpha

coefficient for this dimension was calculated as .818. The second dimension, Depersonalization, comprises five items and measures detached, impersonal, or indifferent attitudes toward service recipients. The Cronbach's alpha coefficient for this dimension was found to be .739. The third dimension, Personal Accomplishment, includes eight items and represents the individual's sense of competence and achievement in working with others (Öztürk et al., 2008; Ardiç & Polatçı, 2008). The Cronbach's alpha coefficient for this dimension was .854. Job satisfaction, the dependent variable of the study, was measured using the Minnesota Satisfaction Questionnaire (MSQ), developed by Weiss, Dawis, England, and Lofquist (1967) and adapted into Turkish by Baycan (1985). The scale consists of 20 items designed to measure overall job satisfaction. In the present study, the internal consistency coefficient of the MSQ was calculated as .939.

All reliability coefficients exceeded the commonly accepted threshold of .70, indicating satisfactory internal consistency for the measurement instruments used in the study.

3.4. Statistical methods used in the study

The data collected for the study were analysed using the Jamovi 2.3.12.0 software package. Within this framework, the validity of the scales was assessed through confirmatory factor analysis (CFA), while their reliability was tested using internal consistency coefficients. In order to examine the relationships and effects among the variables utilised in the study, correlation analysis and regression analysis were employed.

Although the analytical approach is described as causal-comparative, the study relies on cross-sectional survey data. Therefore, the term is used to denote analytical comparison rather than causal inference. No directional causality is claimed. Additionally, given the high response rate (91.8%) and the census-based design, non-response bias is considered limited. However, the absence of formal non-response analysis constitutes a methodological limitation.

4. FINDINGS

4.1. Demographic findings

Table 1 presents the demographic characteristics of the participants.

Table 1

Demographic characteristics of the participants

		Frequency	Percentage
Gender	Female	46	13.4
	Male	299	86.6
	Total	345	100
Married	Marital	272	78.8
	Single	73	21.2
Professional Seniority	1.5 Year	41	11.1
	6.10 Year	36	9.4
	11.15 Year	65	21.0
	16-20 Year	125	40.3
	21+ Year	78	25.2
	Associate Degree	4	1.3
Education	Licence	305	87.1
	Master's Degree	36	11.6

Table 1 shows that 299 participants (86.6%) were male and 46 participants (13.4%) were female. It is observed that 305 participants (87.1%) hold a bachelor's degree, while 36 participants (11.6%) hold a master's degree.

With respect to professional seniority, 125 participants (40.3%) reported 16–20 years of experience, followed by 78 participants (25.2%) with 21 years or more.

4.2. Validity and reliability analyses of the scales related to the variables

Table 2

Goodness-of-Fit Indices of the Scales

Measurement Tools	χ^2/df	RMSEA	CFI	TLI	SRMR
Minnesota Satisfaction Scale	4,079	.069	.971	.917	.048
Maslach Burnout Scale	2.718	.054	.965	.902	.040
Good Fit Values*	≤ 3	≤ 0.05	≥ 0.97	≥ 0.95	≤ 0.05
Acceptable Compliance Values	$\leq 4-5$	$\leq 0.06-0.08$	≥ 0.95	0.94-0.90	0.06-0.08

*Joreskog ve Sörbom, (1993); Kline, (1998); Anderson ve Gerbing, (1984).

Table 2 presents the goodness-of-fit indices obtained from confirmatory factor analysis for the measurement instruments used in the study.

As shown in Table 2, the goodness-of-fit indices for both the Minnesota Satisfaction Scale and the Maslach Burnout Scale fall within acceptable and good fit thresholds.

4.3. Findings related to the relationships among variables

Table 3

Descriptive statistics and relationships among variables

Variables	Mean	S.D.	(α)	Skewness	Kurtosis	1	2	3	4
1. Job Satisfaction	3.08	.83	.939	0.619	0.71	---	----	---	---
2. Personal Accomplishment	4.21	.71	.818	0.426	0.873	.613***	----	----	----
3. Depersonalization	1.83	.84	.739	0.691	0.773	-0.440	-.289**	----	----
4. Emotional Exhaustion	2.31	.97	.854	0.236	0.576	-.572**	-.328**	.575***	----

The relationships among the study variables were examined using Pearson correlation analysis. Table 3 presents the means, standard deviations, Cronbach's alpha coefficients, and skewness–kurtosis values. The skewness and kurtosis values of all variables were within the ± 1 range, indicating that the assumption of normality was met.

Correlation analysis results indicate that job satisfaction is significantly related to all burnout dimensions. A strong positive correlation was observed between personal accomplishment and job satisfaction ($r = .613, p < .01$). A strong negative correlation was found between depersonalization and job satisfaction ($r = -.440, p < .01$).

Similarly, a strong negative correlation was identified between emotional exhaustion and job satisfaction ($r = -.572, p < .01$). The mean score for job satisfaction was 3.08 (SD = .83).

The mean score for personal accomplishment was 4.21 (SD = .71), while depersonalization ($M = 1.83$, SD = .84) and emotional exhaustion ($M = 2.31$, SD = .97) were observed at comparatively lower levels.

4.4. Findings related to hypothesis testing

Table 4 presents the results of the regression analysis conducted to test the study hypotheses

Table 4

Results of the regression analysis

Independent Variables	Std. β	p	S. H.	Model İstatistiği	
Personal Accomplishment	.465	.000	.048	R ² = .536	p = .000
Depersonalization	-.096	.046	.047	Adj. R ² = .532	Tolerance > 0.4
Emotional Exhaustion	-.364	.000	.041	F = 117.963	VIF < 2.5

* Dependent Variable: Job Satisfaction

The regression model explained 53.6% of the variance in job satisfaction ($R^2 = .536$, $p < .001$). Emotional exhaustion was found to have a significant negative effect on job satisfaction ($\beta = -.364$, $p < .001$). Depersonalization also had a significant negative effect on job satisfaction ($\beta = -.096$, $p = .046$). Personal accomplishment exhibited a significant positive effect on job satisfaction ($\beta = .465$, $p < .001$).

5. RESULTS AND DISCUSSION

The present study examined the relationship between burnout and job satisfaction among school administrators. The findings indicate a significant association between burnout dimensions and job satisfaction, supporting the proposed hypotheses.

Regression analysis revealed that burnout explains a substantial proportion of variance in job satisfaction ($R^2 = .536$). Emotional exhaustion and depersonalization were found to negatively predict job satisfaction, whereas personal accomplishment demonstrated a significant positive effect. These findings are consistent with prior empirical research indicating that increased burnout levels are associated with decreased job satisfaction (Goswami, 2013; Üstündağ & Büber, 2023; Friganović & Šelić, 2021).

The negative effect of emotional exhaustion on job satisfaction supports H1. Emotional exhaustion reflects prolonged psychological and emotional fatigue, which may undermine administrators' ability to derive meaning and satisfaction from their work. Within the framework of Job Characteristics Theory (Hackman & Oldham, 1975), diminished psychological resources may weaken the motivational potential of job characteristics, thereby reducing satisfaction. Given the intensive interpersonal demands of school administration, sustained emotional strain may directly impair professional fulfilment.

Similarly, depersonalization was found to negatively affect job satisfaction, supporting H2. Depersonalization represents emotional distancing and detached attitudes toward work and stakeholders. As burnout intensifies, administrators may experience reduced engagement and diminished professional commitment, which in turn lowers job satisfaction. This finding aligns with previous studies reporting similar patterns among educational professionals (Lee & Ashforth, 1993; Zengin et al., 2021).

In contrast, personal accomplishment exhibited a significant positive effect on job satisfaction, supporting H3. Administrators who perceive themselves as competent and effective in fulfilling their responsibilities tend to report higher levels of satisfaction. This result reinforces prior evidence suggesting that personal accomplishment functions as a protective factor against the adverse effects of burnout (Üngüren et al., 2010; Çelebi & Kayasandık, 2018). From the perspective of Expectancy Theory (Vroom, 1964), individuals are more likely to experience satisfaction when they believe their efforts lead to valued outcomes.

Overall, the findings are consistent with both theoretical expectations and prior empirical research. The results suggest that reducing emotional exhaustion and depersonalization while strengthening

administrators' sense of professional accomplishment may contribute to sustaining job satisfaction and leadership effectiveness within educational institutions.

6. INFERENCES

The finding of a detrimental relationship between the two concepts under scrutiny in the current study underscores the necessity for a more methodical approach aimed at diminishing burnout and augmenting job satisfaction within the demographic of school administrators. Problems arising from job dissatisfaction due to administrators' burnout affect not only said administrators but also teachers, students and, by the nature of their profession, administrators, in turn impacting the families of the aforementioned students. This finding serves to emphasise the importance of the study. The study contributes to the literature by providing empirical evidence from the Turkish educational context.

Job satisfaction has been shown to be closely linked to the ability to sustain employees' organisational commitment. The satisfaction of school administrators with their work has been demonstrated to have a direct influence on their professional performance. A school administrator whose own job satisfaction is high can positively affect teachers, students, and parents alike, thereby contributing to broader societal well-being. However, it is crucial to closely monitor the levels of burnout experienced by school administrators, in view of the potential for such levels to have a detrimental effect on job satisfaction.

In view of these findings, it is incumbent upon policymakers and practitioners to implement measures aimed at mitigating the factors that contribute to school administrators' burnout and the subsequent diminution of their job satisfaction within educational settings. The relationship between burnout and job satisfaction in the management field is considered a critical issue. The reason is that achieving positive work outcomes depends to a great extent on establishing an inverse relationship between burnout and job satisfaction. The findings of this study indicate that strategies designed to alleviate symptoms of emotional exhaustion and depersonalisation among school administrators are of paramount importance. In view of the negative relationship between burnout and job satisfaction, enhancing administrators' emotion regulation skills appears to be an effective strategy for mitigating burnout.

It is imperative for provincial and district directors of national education to acknowledge the impact of the burnout–job satisfaction relationship on the effectiveness of school administrators and schools. It is imperative that educational institutions implement management practices that recognise the manner in which burnout, experienced by school administrators due to various factors, directly impacts other employees within the organisational structure.

It is imperative that the individual and professional lives of school administrators are structured in a harmonious manner, as psychological instability at the leadership level has been demonstrated to directly affect all educational stakeholders. The acknowledgement of school administrators' contributions, both on an individual and societal level, has the potential to enhance their job satisfaction. Furthermore, the establishment of a feedback mechanism for school administrators, the setting of objective success criteria for their performance, and the acknowledgement of their achievements could help reduce burnout and enhance job satisfaction. Nevertheless, although the strong relationship between burnout and job satisfaction identified in this study marks significant progress in understanding this dynamic, further research is required to explore additional factors influencing these variables. Furthermore, the development of practical interventions aimed at reducing school administrators' burnout and enhancing their job satisfaction is imperative.

Consequently, educational leaders who do not experience burnout and who derive a sense of satisfaction from their work may be more likely to dedicate themselves to enhancing institutional performance. The efforts and contributions to the educational process that have been discussed here

demonstrate that they are conducive to the delivery of higher-quality education to students, and also foster national development and progress through education.

7. LIMITATIONS

The present study is subject to several limitations. First, the research was conducted among school administrators working within a single geographic region, which may limit the generalisability of the findings. Second, the study focused exclusively on administrators employed in public schools, without distinguishing between administrative roles such as principals, deputy principals, or assistant principals.

Additionally, the cross-sectional design of the study restricts the ability to draw causal inferences or to examine changes in burnout and job satisfaction over time.

Future research could address these limitations by adopting longitudinal research designs to explore how burnout and job satisfaction evolve across different career stages. Moreover, cross-country comparative studies may provide valuable insights into how cultural, institutional, and policy-related factors shape the burnout–job satisfaction relationship. Expanding the research to include school administrators from private schools and from different educational systems would further enhance the generalisability of findings.

8. CONCLUSION AND RECOMMENDATIONS

The results of this study provide a multidimensional and in-depth perspective on the phenomenon of burnout among school administrators. The findings offer insights into the sources of burnout, the coping strategies that the administrators have attempted, and their future plans with regard to whether they can overcome burnout. A plethora of factors have been identified as exerting influence upon school principals. Such factors include the immediate environment, namely parents, teachers, and students, in addition to decisions and practices made by higher-level authorities, or informal attitudes that shape the aforementioned practices.

In the absence of a formalised system to support school principals experiencing burnout, these individuals are frequently compelled to depend on their own personal endeavours. In an attempt to combat this phenomenon, school principals have been observed to adopt a focused approach on their professional responsibilities, while concomitantly seeking to enhance their pedagogical expertise. It is recommended that provincial and district directorates of national education provide support for these efforts by establishing dedicated support units with the aim of assisting school administrators in managing burnout and maintaining their professional effectiveness.

It is imperative that the working conditions of school administrators are improved, and that institutional support is provided to help them derive greater satisfaction from their work. It is imperative to acknowledge that school administrators' job satisfaction can play a pivotal role in mitigating the risk of professional burnout. It is recommended that seminars be organised for school administrators with the aim of raising awareness of burnout syndrome and developing coping strategies.

In order to reduce instances of school administrator burnout and enhance their job satisfaction, it is essential to adequately identify psychosocial risk factors and establish a supportive work environment. It is recommended that school administrators be provided with opportunities for training and professional development. Furthermore, a reward system that reinforces success should be implemented. This is of crucial importance, as it has been found that reappraisal strategies have a negative effect on burnout levels, whereas suppression strategies have a positive effect (Sadoughi et al., 2024)

In addition to the aforementioned evaluations, further research is required to enhance the working conditions of school principals, with a view to reducing their burnout and enhancing their job satisfaction.

In this context, the relationship between school administrators' levels of burnout and job satisfaction should be re-examined using sample groups composed of school administrators from different cities. Furthermore, subsequent studies should examine these variables among school administrators employed in private schools. It is further recommended that subsequent research consider potential significant differences based on school administrators' gender, professional seniority, and the types of schools where they serve, utilising various sample groups.

The findings extend beyond the Turkish context by contributing to the broader international discourse on educational leadership sustainability and occupational well-being. Given the increasing global concerns regarding principal burnout and leadership retention, the results may inform comparative educational policy discussions.

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