



Impact of Job Stress, Work Engagement, Job Satisfaction, and Organizational Commitment on Job Burnout: A Study of Academicians in Private Universities

Azam Malik*

Department of Human Resource Management, College of Business Administration, Prince Sattam Bin Abdulaziz University, Kingdom of Saudi Arabia. *Email: azammalikamu@gmail.com

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ABSTRACT

Burnout is not just an individual issue but also has significant impacts on both individuals and organizations. Exhausted and overwhelmed teachers are less effective in their teaching practices, leading to decreased student achievement and academic outcomes. Moreover, burnout can negatively impact teacher retention rates, leading to a loss of experienced and talented educators in the profession. The purpose of this study is to investigate the relationship and impact of job stress, work engagement, job satisfaction, and organizational commitment and job burnout among the faculty members in private educational institutions in India. A structured questionnaire was used to gather primary data from 171 teaching staff members from different private educational institutions in India. Means, Correlations and Regression are used in the statistical procedures were among the many tools and methods used in data analysis. The findings demonstrated a strong relationship between burnout and workplace stress as well as between job satisfaction, work engagement, and job stress. Furthermore, significant relationships between burnout and job satisfaction were found. These results demonstrate how important these factors are in predicting burnout and commitment to work. In order to ensure the provision of high-quality services inside educational institutions, this study highlights the necessity for management strategies to give the evaluation of both physical and mental working conditions top priority. In educational contexts, employee happiness plays a crucial role in fostering organizational engagement and reducing job burnout.

Keywords: Educational Institutions, Employees, Job Burnout, Job Satisfaction, Job Stress, Organisational Commitment, Work Engagement

JEL Classifications: J28, M54.

1. INTRODUCTION

Job burnout among teachers in private universities has become an important concern in the current educational environment. A growing number of factors, such as balance between life and work, organizational commitment, stress, and job satisfaction, have an impact on employees' decisions to stay on the job or quit. According to Abdullah and Othman (2019) job burnout is a widespread state that impacts workers in a variety of sectors and occupations and presents serious difficulties for both individuals and companies. Defined as a state of physical, emotional, and mental exhaustion resulting from chronic work-related stressors,

job burnout can have profound consequences on individuals' well-being, job satisfaction, and overall organizational performance (Nawawi and Salin, 2018; Boštjančič and Slana, 2018). It is characterized by feelings of disappointment, detachment, and a reduced sense of accomplishment in one's work. Job burnout poses detrimental effects on both employees and organizations alike. In India, private academic institutions put their employees under a lot of pressure to achieve strict deadlines, juggle busy schedules, and pursue research goals (Yadav, 2021). Small-scale industrial companies face the challenge of retaining top talent amidst the pressures of a competitive environment, where individual expertise cannot be easily transferred to new hires, necessitating a focus on

fostering employee loyalty (Senbursa, 2021). The phenomenon of job turnover intensifies as globalization progresses, prompting companies to compete for skilled employees, inadvertently increasing workplace stress (Milgram and Budria, 2021). In today's fast-paced and competitive work environments, job burnout has become increasingly prevalent, affecting employees at all levels and across diverse sectors. Factors contributing to job burnout can vary widely, ranging from excessive workloads and unrealistic job expectations to poor work-life balance and limited opportunities for professional growth and development (Hammonds et al., 2020). Despite extensive research, employee turnover rates remain unfavourable, impacting organizational expenses, retention rates, employee satisfaction, and overall performance (Ali et al., 2021; Kotler, 2019). It becomes critical to address turnover intentions since they impact not only internal dynamics but also the performance of the organization and its external reputation (Hadi and Ahmed, 2018).

The effects of job burnout surpass personal welfare and affect the efficiency and output of organizations. Burnout affects employees' capacity to execute their jobs, their intention to leave, and their absenteeism, all of which can be detrimental to the profitability and development of the company (Kurdi and Alshurideh, 2020; Maricuțoiu et al., 2016). Furthermore, the consequences of burnout can reverberate across the entire company, impacting morale, team relationships, and organizational climate. In the private sector, research continues to raise unanswered problems regarding employee turnover, and job fatigue appears as a primary worry across industries (Michaelson, 2021). The frequency of "job-hopping" among employees in the private sector highlights the difficulties that firms encounter in fulfilling the needs of their workforce (Yadav, 2021; Saif and Siddiqui, 2019). In order to improve organizational effectiveness, efforts to reduce turnover have prompted an analysis of human resource practices, including research on work engagement, organizational commitment, job satisfaction, and stress reduction (Rasool et al., 2021; Leitão et al., 2019). Despite the knowledge that job happiness negatively affects organizational efficiency, there are still a lot of burnout cases in the private education sector, particularly in India (Srivastava et al., 2019).

Researchers and professionals are still investigating ways to hold onto human resources and creating efficient labour management techniques (Brenner, 2018). Organizations, however, find it difficult to successfully prevent burnout, which emphasizes the need for more research to uncover contributing elements (Kangas et al., 2018). Allam et al. (2021) assert that it is imperative for companies to recognize and address the problems leading to employee burnout. Organizations can reduce employee burnout risk and develop a resilient and engaged workforce by putting proactive strategies into place to enhance employee well-being, create a supportive work environment, and reduce work-related stressors. Long-term organizational performance, employee retention, and satisfaction can all be improved by doing this. Thus, the purpose of this study is to determine the factors that contribute to teacher burnout in educational settings, given the pressing need for evidence-based organizational management practices.

1.1. Objectives of the Study

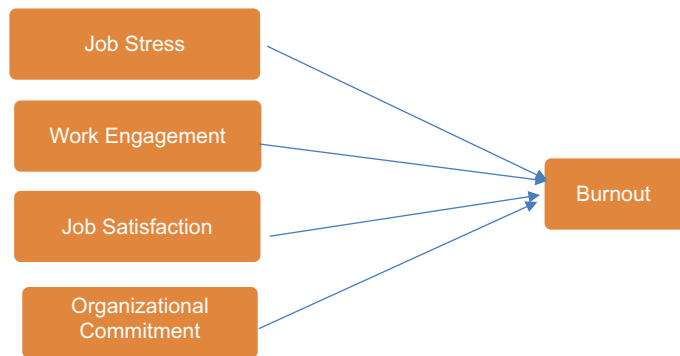
- To study the relationships between job stress, work engagement, job satisfaction, and organizational commitment on job burnout among faculty members in private educational institutions.
- To study the impact of job stress, work engagement, job satisfaction, and organizational commitment on job burnout among faculty members in private educational institutions.

2. LITERATURE REVIEW

Although job burnout affects employees in large numbers and has a major impact on both individual well-being and organizational outcomes, it has attracted the attention of both researchers and practitioners. In a lot of private universities, making the decision to quite due to burnout presents serious difficulties. The commercial sector frequently has greater rates of burnout than government-run colleges or institutions; these rates are impacted by things like local unemployment rates and population density (Boeri et al., 2020). Turnover intention is still common even after a lot of studies in this field (Haan and Cardoso, 2020). This review examines the origins, effects, and possible interventions of job burnout by synthesizing the body of research in the field. The primary reasons of job burnout, which prompts employees to disregard the organizational structure by resigning, include a disrupted work mechanism, conflicts about work-life balance, and a lack of opportunities for personal growth (Barinua et al., 2022). Employee decisions to quit can be influenced by a number of things, such as restlessness or discontent with their present positions (Charoensukmongkol and Phungsoonthorn, 2021). Due to things like poor communication at work, unpleasant working conditions, unsatisfying tasks, and insufficient pay and benefits, employees may consciously resign (Zunaidah et al., 2019). Furthermore, outside variables including expectations from the industry, budgetary limitations, interpersonal disputes, and dim prospects for job advancement can also contribute to burnout (Ahmad, 2018). Eliyana and Ma'arif (2019) found that job transitions within a company can also have an impact on employee morale and job satisfaction. The loss of a key employee has a financial impact on the company in terms of worker satisfaction as well as demotivation, which lowers output and job satisfaction in the sector (Kurdi and Alshurideh, 2020; Al-Tkhayneh et al., 2019). To report persistent problems and execute effective prevention measures and interventions, it is essential to understand the trends in burnout.

2.1. Job Stress and Job Burnout

It is widely believed that personality traits and work-related aspects are closely related to burnout (Bianchi, 2018). In today's workforce, individuals face significant challenges, with job stress emerging as a major determinant of their performance. Regardless of the size of the organization, addressing stress remains paramount, as tasks undergo rapid and complex changes over time (Shanafelt et al., 2017; Ramlawati et al., 2021). Job stress refers to the adverse psychological experience resulting from work demands exceeding an individual's capacity to cope (Bakker and Demerouti, 2018). It is a pervasive issue affecting individuals across various industries and is frequently reported. When workers are unable to fulfil the demands of their line of work, job stress results, which can cause physical and emotional

Figure 1: Framework of the research

imbalances (Wu et al., 2019; Wu and Wu, 2019). Because stress can negatively affect an employee's well-being and raise the risk of burnout, modern firms understand how important stress management is (Aziz-Ur-Rehman and Siddiqui, 2019). Albougami et al. (2020); Yohannes (2021), employees who are unclear about their job tasks may experience stress because they are unsure of what is expected of them and how to meet those expectations. Consequently, individuals experience workplace stress and having strong intentions of burnout.

2.2. Work Engagement and Job Burnout

Maintaining a competitive edge is crucial for an organization's sustainability, particularly in retaining its workforce (Chakraborty and Ganguly, 2019). Cultivating strong work engagement can enhance employee productivity and workplace effectiveness (Jha and Varkkey, 2018). Positive relationships between a person's motivation and emotional commitment to completing work-related tasks are necessary for work engagement (De Smet et al., 2020). Long-term retention is higher for staff members who exhibit reliable performance and flexibility in their dealings with suppliers, customers, and coworkers (Jha and Varkkey, 2018). Bentley et al. (2019), there is a negative relationship between job engagement and burnout. This suggests that companies that hire highly qualified workers are better able to handle labor shortages and lower absenteeism, which in turn helps to mitigate burnout (Wiradendi Wolor, 2020). Motivated employees, as indicated in studies by Kim and Qu (2019), are less inclined to seek alternative employment opportunities. However, contrary to mental and emotional engagement, behavioural engagement exhibits a weaker association with burnout (Okolo, 2018). When employees experience diminished vigour and enthusiasm due to overutilization of psychological resources, they may disengage from their current roles and actively seek alternative job opportunities to reignite their passion, potentially influencing their intention to leave (Mahadi et al., 2020). Similarly, emotional detachment diminishes organizational resources and reduces employees' inclination to remain with the company, increasing the likelihood of seeking alternative employment elsewhere (Al-dalahmeh et al., 2018).

2.3. Job Satisfaction and Job Burnout

The link between burnout and several organizational qualities is significantly shaped by job satisfaction (Sudibjo and Sutarji, 2020). It includes people's expectations and views about the benefits they believe they receive from their organization in addition

to the benefits they perceive they obtain (Tsigilis et al., 2006). A company's potential to be profitable and successful is largely dependent on the commitment and output of its contented workers, who work hard to meet the organization's objectives (Alam and Asim, 2019; Ilies et al., 2018; Vuong et al., 2021; Ivanovic and Ivancevic, 2019). Job burnout occurs when employees are dissatisfied with their current roles due to unfavourable work environments (Choy and Kamoche, 2021; Abrar and Malik, 2025). It is crucial to comprehend how workplace issues like low job security, significant employee turnover, and few prospects for advancement affect professional traits like job satisfaction and turnover intentions (Malik and Allam, 2021; Khan et al., 2023). Effective implementation of recruitment, development, and supervision programs can significantly enhance employee satisfaction, serving as a measure for managers to elevate job satisfaction levels (Choy and Kamoche, 2021). Decisions regarding employee retention or departure are often influenced by job satisfaction, as revealed by research conducted by Hassan et al. (2019), who found a significant negative association between job satisfaction and employees' propensity to experience burnout.

2.4. Organizational Commitment and Job Burnout

An individual's overall attitude toward an organization is reflected in their level of commitment to it. Higher organizational commitment employees are less likely to quit the company, unless they have extremely demanding jobs (King and Sethi, 1997). They go above and beyond their ordinary responsibilities, show a commitment to contribute to the organization, behave exceptionally, and have an organizational citizenship mindset. The corporate learning environment and employees' inclination to depart are intimately related to organizational commitment (Saks, 2019; Toksöz, 2021). Creating a supportive learning culture and providing assistance to employees can deter them from seeking opportunities elsewhere. Employee dedication and attitude can be influenced by motivating elements that promote improved performance (Chien et al., 2020). A lesser propensity to quit the company suggests that workers are content enough with their jobs. A strong sense of belonging and ownership toward the organization are fostered by high organizational commitment (Kalliath et al., 1998). However, there were a significant negative relationship between organizational commitment and intention to change jobs (Kalliath et al., 1998). Organizational commitment is a critical factor in discussions about intention to quit, as it is widely believed that a company's dedication to its employees reduces the likelihood of turnover (Redondo et al., 2021; Khan et al., 2024). Employee behaviours such as loyalty, trust, and support for achieving business objectives can provide insights into their mental outlook (Toksoz, 2021; Malik, 2024).

There are a number of gaps and opportunities for further research, but the body of current literature has offered insightful information about the causes and effects of job burnout. An extensive analysis of the factors influencing job burnout, satisfaction, stress, engagement, and commitment in educational institutions is lacking in research. While many studies focus on specific aspects of this complex phenomenon, very few offer a comprehensive analysis that takes into account how various variables are interrelated. In order to obtain a more comprehensive understanding of employee

well-being, the research that are currently available examine the interaction of burnout with other workplace phenomena, such as job engagement, job satisfaction, and organizational commitment. Moreover, by taking into consideration the particular requirements and difficulties that various industries and professions confront, treatments meant to prevent and treat burnout could be further improved and customized to particular organizational contexts. All things considered, further research in this field is necessary to create practical plans for reducing burnout and fostering worker wellbeing in today's workplace. Researchers can provide insightful information to support evidence-based practices and sustainable work environments in educational institutions by filling in these gaps in the literature.

2.5. Research Framework

The relationships between work stress, work engagement, job satisfaction, organizational commitment, and turnover intention have been demonstrated in several research. According to De Clercq et al. (2020), workplace stress raises an employee's desire to quit the company. Additionally, they discovered that disgruntled workers are more inclined to actively look for other employment possibilities, impacted by variables that affect their intention to leave. Employees who are happy with their jobs also tend to work for the company longer (Davidescu et al., 2020). On the other hand, workers who are unhappy in their positions and have the chance to work somewhere else can eventually quit the company. Finally, a high level of organizational commitment has been found in previous research to be a protective factor against employee burnout and a sign of the workers' happiness with the company. Workplace stress, work engagement, job satisfaction, and organizational commitment are the four primary characteristics that influence burnout. These factors are acknowledged according to the above-mentioned reasoning. As a result, four theories were put out, which served as the foundation for the study framework that is described below in Figure 1.

2.6. Hypotheses of the Study

- H₀₁: There is no significant relationship between job stress and job burnout.
H₀₂: There is no significant relationship between work engagement and job burnout.
H₀₃: There is no significant relationship between job satisfaction and job burnout.
H₀₄: There is no significant relationship between organizational commitment and job burnout.

3. METHODOLOGY

A quantitative study was conducted on teachers from higher education institutions, selected purposively. The study utilized a survey design employing a self-administered questionnaire (Malik, 2023). Out of 220 questionnaires distributed, 171 were completed and considered usable for analysis. The study adapted tools from prior research to measure key aspects of employee job burnout. To assess burnout, six items from the scale of job burnout on university teachers (Wang and Gao, 2010; Sasso et al., 2019) were employed. Job satisfaction was measured using six items from Koustelios and Bagiatris (1997), while workplace stress was

evaluated using six items from the scale for occupational stress on university teachers (Li, 2008). Additionally, work engagement and organization commitment was assessed using items from Luyckx et al. (2010). Cronbach's alpha was used to verify the internal validity and reliability of the measurement items, with all factors showing acceptable alpha values ($0.80 < \alpha < 0.90$). The data were analysed by using the mean, standard deviation, correlation and multiple regression to test the hypotheses and their relation with other variable.

4. RESULTS

The questionnaire consisted of two sections: One covering demographic information and the other containing items rated on Likert's scale. Responses ranged from 1 to 5, with choices including "Strongly Disagree" to "Strongly Agree." The study involved 171 teaching employees from various private academic institutions. Table 1 provides the demographic profile of the participants.

The respondents' demographic profile reveals important information about the traits of the sample group, which is made up of academic faculty members. Comprehending these demographics plays a pivotal role in placing the research findings into context and spotting possible trends or associations that could impact outcomes concerning work satisfaction, burnout, performance, and organizational dynamics in the academic setting. This interpretation focuses at the respondents' position, gender, marital status, experience, and level of education as well as their demographic traits. The respondents' detailed demographic profile is provided in Table 1. The highest percentage of teachers surveyed were Assistant Professors, with 78 respondents (45.61% of the overall sample size); Lecturers came in second with 56 (32.74%), while associate professors made up the lowest-represented group with 37 (21.63%). The faculty is diversely represented, as evidenced by the distribution of responders according to their

Table 1: Demographics of the respondents

Demographic profile	Respondents number	Respondents percentage
Position		
Associate professor	37	21.63
Lecturer	56	32.74
Assistant professor	78	45.61
Gender		
Female	65	38.01
Male	106	61.98
Marital status		
Unmarried	46	26.90
Married	122	71.34
Divorced	3	1.75
Experience		
1-5	33	19.29
5-10	87	50.87
10-15	39	22.80
15 and above	12	7.01
Education		
Post graduate	69	40.35
PhD	102	59.64

Source: Author's compilation

academic positions. According to this distribution, assistant professors appear to be significantly more common than lecturers and associate professors. The greater number of assistant professors may be a sign of a younger generation within the university structure or of a more significant trend in hiring at this level compared to higher ranks. Gender distribution skewed towards males, constituting 106 respondents (61.98%), while females accounted for 65 (38.01%). Gender distribution among respondents shows a notable disparity; while male respondents outnumber female respondents the presence of a significant proportion of female faculty members. In terms of marital status, the majority were married (122 respondents, 71.34%), followed by unmarried individuals at 46 (26.90%), and a minority of divorced respondents at 3 (1.75%). The majority of respondents are married, indicating a stable demographic profile with a commitment to personal relationships alongside professional responsibilities. In terms of professional experience, the majority had between 5 and 10 years, totalling 87 respondents (50.87%), followed by 10-15 years at 39 (22.80%), and the fewest had 15 years or more. In educational attainment, the majority held a PhD degree (102 respondents, 59.64%), while those with a postgraduate degree accounted for 69 (40.35%). The majority of respondents hold a PhD, underscoring the high academic qualifications typical of faculty members in higher education institutions.

Table 2 exhibits the means and standard deviations for each of the five variables under investigation. Participants rated job satisfaction highest (mean = 2.98; standard deviation [S.D.] = 0.81), followed closely by job stress (mean = 2.92; S.D. = 0.79), organizational commitment (mean = 2.80; S.D. = 0.71), and work involvement (mean = 2.40; S.D. = 0.73) as factors influencing their intention to remain with their current employer. Additionally, employees reported experiencing moderate levels of burnout (mean = 3.08; S.D. = 0.69). Pearson correlation analysis was conducted to explore the relationships between these variables, as depicted in Table 2. The results indicated significant correlations among all variables ($0.395 \leq r \leq 0.703$; $P \leq 0.01$), with no concerns regarding multicollinearity, as the highest correlation coefficient was 0.703. Notably, strong positive correlations were observed between job satisfaction and job burnout ($r = 0.703$), as well as between job stress and job burnout ($r = 0.490$; $P \leq 0.01$). These correlations suggest significant relationships between job burnout, job stress, work engagement, job satisfaction, and organizational commitment among the sample of employees studied. Specifically, higher levels of burnout and stress are associated with lower levels of engagement, satisfaction, and commitment, highlighting the interconnectedness of these variables in the workplace context.

The regression analysis showed in Table 3 examines the impact on Job Burnout and its predictors, Job Stress (JS), Work Engagement (WE), Job Satisfaction (JS), and Organizational Commitment (OC). This interpretation aims to investigate into each component of the analysis, discussing the significance of the predictors, model fit statistics, and implications for understanding and addressing job burnout in organizational contexts. Multiple linear regressions were used to analyse the four hypotheses (H_1 , H_2 , H_3 , and H_4).

The results of the multiple regression analysis assess the impact between job stress (JS), work engagement (WE), job satisfaction (JS), and organizational commitment (OC) as predictors of Job Burnout (the dependent variable). Here's a detailed interpretation of the output:

- Job stress (JS): The Beta coefficient for job stress is -0.010 , indicating that a one-unit increase in Job Stress is associated with a very small decrease in Job Burnout. However, the effect is negligible due to the small magnitude of the Beta. The t-value for job stress is -0.103 , which is very low. This suggests that the relationship between Job Stress and Job Burnout is not statistically significant. The P-value (Sig.) for job stress is 0.810 , which is much higher than the conventional significance threshold of 0.05 . This indicates that Job Stress does not have a statistically significant effect on Job Burnout. The coefficient for Job Stress is negative, but the p-value is not significant (0.810), indicating that there is no statistically significant relationship between job stress and job burnout. Thus, we fail to reject the null hypothesis H_{01} .
- Work engagement (WE): The Beta coefficient for work engagement is -0.191 , suggesting that as work engagement increases, job burnout decreases. This indicates that higher levels of work engagement are associated with lower levels of burnout. The t-value for work engagement is -3.887 , which is relatively large and indicates a significant relationship. This suggests that work engagement is a strong predictor of Job Burnout, with a statistically significant negative association. The P-value for work engagement is 0.002 , which is below the 0.05 threshold, meaning that work engagement does have a statistically significant negative effect on job burnout. The coefficient for Work Engagement is negative and significant ($P = 0.002$), indicating a statistically significant negative relationship between work engagement and job burnout. Therefore, we reject the null hypothesis H_{02} .
- Job satisfaction (JS): The Beta coefficient for job satisfaction is -0.410 , meaning that a higher level of job satisfaction is associated with a stronger decrease in job burnout. Job satisfaction seems to have the most substantial negative impact on Job Burnout among the predictors. The t-value for

Table 2: Showing the mean, average, standard deviation and correlations

Items	Mean	Standard deviation	Job burnout (JB)	Job stress (JS)	Work engagement (WE)	Job satisfaction (JS)	Organizational commitment (OC)
Job burnout (JB)	3.08	0.69	1				
Job stress (JS)	2.92	0.79	0.490**	1			
Work engagement (WE)	2.40	0.73	-0.453**	-0.412**	1		
Job satisfaction (JS)	2.98	0.71	-0.666**	-0.614**	0.416**	1	
Organizational commitment (OC)	2.80	0.72	-0.618**	-0.638**	0.0395**	0.703**	1

**Correlation is significant at the 0.01 level (2-tailed)

Table 3: Regression

Items	(Beta)	(t)	(Sig.)
Job stress (JS)	-0.010	-0.103	0.810
Work engagement (WE)	-0.191	-3.887	0.002
Job satisfaction (JS)	-0.410	-5.014	0.001
Organizational commitment (OC)	-0.372	-4.204	0.002
R=0.791a			
R Square=0.558			
Adjusted R square=0.506			
Std. Error of the Estimate=0.48921			
a. Predictors: (Constant), Job Stress, Work Engagement, Job Satisfaction, Organizational commitment			
b. Dependent variable: Job Burnout			

Source: Author's compilation

job satisfaction is -5.014, which is also large and indicates a highly significant relationship. Job Satisfaction has a robust negative impact on Job Burnout, which is statistically significant. The P-value for job satisfaction is 0.001, which is also below 0.05. This confirms that Job Satisfaction has a statistically significant negative effect on job burnout. The coefficient for Job Satisfaction is negative and significant ($P = 0.001$), indicating a statistically significant negative relationship between job satisfaction and job burnout. Therefore, we reject the null hypothesis H_{03} .

- Organizational commitment (OC): The Beta coefficient for organizational commitment is -0.372, indicating that as organizational commitment increases, job burnout decreases. This shows that employees who feel more committed to their organization tend to experience less burnout. The t-value for organizational commitment is -4.204, indicating a statistically significant relationship. This suggests that organizational commitment has a meaningful negative association with Job Burnout. The P-value for organizational commitment is 0.002, which is again below 0.05. This indicates that organizational commitment is a statistically significant predictor of job burnout. The coefficient for Organizational Commitment is negative and significant ($P = 0.002$), indicating a statistically significant negative relationship between organizational commitment and job burnout. Therefore, we reject the null hypothesis H_{04} .

4.1. Model Fit

The $R = 0.791$ suggests a strong positive correlation between the predictors (job stress, work engagement, job satisfaction, organizational commitment) and the dependent variable (job burnout). The $R^2 = 0.558$ means that approximately 55.8% of the variability in Job Burnout is explained by the four predictor variables (JS, WE, JS, OC). This is a relatively good fit, suggesting that the model accounts for over half of the variance in Job Burnout. The adjusted R-squared value accounts for the number of predictors in the model and penalizes for overfitting. A value of 0.506 suggests that after adjusting for the number of predictors, about 50.6% of the variance in Job Burnout is explained by the model. Standard error of the estimate = 0.48921. The standard error of the estimate measures the accuracy of predictions made by the regression model. A lower standard error indicates a better fit, and in this case, the model's predictions have a relatively good level of accuracy in predicting Job Burnout. The findings of the

results reveal that job stress (JS) has no statistically significant effect on Job Burnout ($P = 0.810$). Work engagement (WE), job satisfaction (JS), and organizational commitment (OC) are all statistically significant predictors of job burnout, with negative coefficients indicating that higher levels of these factors lead to lower Job Burnout. Job satisfaction (JS) has the most substantial negative impact on Job Burnout among the predictors, followed by organizational commitment (OC) and work engagement (WE). The overall model explains about 55.8% of the variance in Job Burnout, indicating a good fit. The analysis suggests that focusing on improving Job Satisfaction, Organizational commitment, and work engagement can significantly reduce job burnout. Job stress, however, does not appear to be a meaningful predictor in this model.

5. CONCLUSION AND DISCUSSION

This study aimed to explore the impact job stress, organizational commitment, work engagement, and job satisfaction on among job burnout among teachers in private Indian educational institutions. Four hypotheses were formulated to investigate these connections. The first hypothesis sought to examine the relationship between job stress and job burnout. Contrary to expectations, the analysis revealed no significant relationship between job stress and job burnout. This finding aligns with previous research suggesting that the intention to resign may not solely stem from job stress (Tan et al., 2020; Pearson and Moomaw, 2005; Jamal and Baba, 2000). Therefore, this study concluded that job stress may not be a decisive factor in job burnout among teachers, as they may opt to remain in their current positions due to the challenges of finding alternative employment. Furthermore, a strong association was observed between work engagement and job burnout, indicating that as involvement in work activities increases, job burnout tends to decrease. This finding validates previous research demonstrating a direct and inverse relationship between work involvement and job burnout (Harini et al., 2020; Luyckx et al., 2010). Similarly, the study found a significant negative relationship between job satisfaction and job burnout, consistent with prior research indicating that dissatisfaction among workers is positively correlated with increased job burnout (Tsigilis et al., 2006; Shaik et al., 2020). Additionally, a negative and significant relationship was identified between organizational commitment and job burnout (Leitão et al., 2019). This suggests that as organizational commitment among employees increases, their inclination to leave the organization decreases. These results repeated the findings from previous studies, such as those by Freney and Tiernan (2006), which highlight the importance of organizational engagement in mitigating job burnout among employees. The analysis suggests that focusing on improving job satisfaction, organizational commitment, and work engagement can significantly reduce job burnout. When teachers feel valued and connected to their organization, they are less inclined to experience burnout. Thus, fostering open and transparent communication channels between teachers and institutional leadership is essential. Encouraging teachers to voice their opinions and concerns enables them to feel more invested in the organization, ultimately enhancing their job satisfaction and commitment. Furthermore, it is imperative for educational institutions to regularly assess teachers' levels

of work engagement and take proactive measures to address any issues identified. This proactive approach can help prevent burnout and maintain a positive work environment conducive to teacher well-being and institutional success.

5.1. Recommendations and Implications

This study has provided valuable insights that can contribute to both academic research and practical implications for practitioners. It has ventured into establishing a relationship between burnout, job satisfaction job stress, work engagement and organizational commitment among teachers, developing and testing a model to explore burnout's impact on job satisfaction and subsequent organizational commitment. Based on the analysis of the data, several key conclusions can be drawn regarding the factors influencing employees' intentions to remain with their current employer. The findings underscore the importance of enhancing job satisfaction and reducing job stress to mitigate burnout and improve retention rates. Strategies aimed at increasing organizational commitment and promoting meaningful work involvement could also contribute positively to employee retention efforts. The findings of this study have significant implications for educational institution management, as employee burnout can have detrimental effects on the institution as a whole. Given that teachers are a critical resource for educational institutions, management should prioritize efforts to assess and improve both the physical and mental working conditions of their staff. By prioritizing employee well-being and creating supportive work environments, institutions can ensure the delivery of high-quality services and maintain a positive organizational culture.

5.2. Implications

Addressing job burnout among Indian academic faculty members has significant implications for individual well-being, institutional effectiveness, and educational outcomes. By prioritizing faculty well-being and creating supportive work environments, institutions can enhance faculty retention, productivity, and job satisfaction. A resilient and motivated faculty is crucial for maintaining academic excellence, fostering student success, and advancing research and innovation in higher education. Furthermore, reducing burnout can lead to positive outcomes for the broader academic community, including improved faculty morale, enhanced collegiality, and a more vibrant academic culture. Institutions that proactively address burnout contribute to a sustainable academic workforce capable of meeting the evolving challenges and demands of higher education in India. Mitigating job burnout requires collaborative efforts from academic institutions, administrators, faculty members, and policymakers. By implementing the recommended strategies and fostering a culture of support and appreciation, Indian universities and colleges can create environments where faculty members thrive professionally and personally, thereby promoting long-term institutional success and educational excellence.

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