



THE GRID OF DISENGAGEMENT, EXHAUSTION AND CAREER SUCCESS IN THE PORT-HARCOURT METROPOLIS

Eneh Emmanuel N.

Dept. of Metal Work Technical
Enugu State College of Education (Technical), Enugu

Okechukwu Groupson Paul PhD

groupsonpaul@yahoo.com
Dept of Political Science
Alex Ekwueme Federal University Ikwo, Ebonyi State Nigeria

ABSTRACT

This study explored the influence of disengagement and exhaustion on career success among public and private school teachers in a cross-sectional survey design to recruit three hundred and three (303) teachers from different schools in Port-Harcourt. The participants' ages were from 19 to 56 years with a mean age of 33.55 years and standard deviation of 8.48. Two standardized scales were utilized: the Subjective Career Success Inventory (SCSI) and the Oldenburg Burnout Inventory (OBI). In line with study objectives, two hypotheses were tested and the 2-Way ANOVA as well as the Independent t-test statistics were employed as statistical tools. The result showed that teachers with high level of disengagement significantly reported low career success compared to teachers with low disengagement. On the other hand, teachers with high level of exhaustion significantly reported low career success than those with low exhaustion. In view of the findings, discussions and policy implication bothered on creating a conducive teaching environment for teachers in order for them to carry out their duties effectively for a better psychological wellbeing and positive growth of students. Also, recommendations and suggestions for future direction were stated.

Keywords: Career success, burnout, teachers, educational development, work satisfaction

INTRODUCTION

Teachers' career success refers to a general feeling and view of their occupation, and working conditions (Yong et al., 2006) low teacher's career satisfaction not only affects teachers' enthusiasm, but also affects the quality of teaching in schools. Some research found

that teacher is a high-risk group for career burnout (Aristides et al., 2012), and their burnout has a great negative impact on the growth and development of students and themselves. Career success can be defined as the "positive psychological and work-related outcomes accumulated as a result of one's work experiences"

(Seibert & Kraimer, 2001, p. 2). Career success was also defined by Arthur *et al.* (2005) as the “accomplishment of desirable work-related outcomes at any point in a person’s work experiences over time” (p. 179). Significant predictors of career success include goal-specific environmental supports and resource, which provides social and material support for employee’s personal goals (Barnett & Bradley, 2007). A study found a negative relationship between the variables of emotional exhaustion and employee performance (Crospanzano *et al.*, 2003). Furthermore, emotional exhaustion is triggered by work demands. The challenge of managing millennial students in tertiary institutions with technology requirements demands the full involvement of education personnel. Teachers and administrative staff must respond quickly to every student’s needs. This often leads to emotional clarity. In this case, job demands will result in emotional fatigue and lower work involvement for workers. Work demands, resource demands and personality drive the emergence of exhaustion as a variable of interest in this study (Maslach *et al.*, 2016). This implies that emotionally exhausted teachers would be feeling too weak to display empathy to students or colleagues and lacking the energy required to invest in meaningful interaction with these people at the school environment. Exhaustion therefore refers to feelings of strain, particularly chronic fatigue resulting from overtaxing work (Maslach *et al.*, 2001).

On the other hand, employee engagement as defined by Truss *et al.* (2006) simply means as ‘passion for work’, a psychological state which is seen to encompass the three dimensions of engagement discussed by Kahn (1990) who himself defined disengagement, the opposite of engagement, as the decoupling of the self within the role, involving the individual withdrawing and displayed incomplete role performances and were effortless, automatic or robotic (Kahn, 1990). Kahn found that there were three psychological conditions related with engagement or disengagement at work: meaningfulness, safety, and availability. He found that workers were more engaged at work in situations that offered them more psychological meaningfulness and psychological safety, and when they were more psychologically available. Holbeche and Springett (2003) argue that high levels of engagement can only be achieved in workplaces where there is a shared sense of destiny and purpose that connects people at an emotional level and raises their personal aspirations.

The main population in this study was school teachers. This is because teachers play a very influential role in shaping an individual’s character and outlook towards life and its various experiences. It is extremely important that teachers are engaged and love their jobs if justice needs to be done to the teaching profession as it were. Teachers determine the quality of education (Hallinger & Heck, 1996). Educational activities are carried out by teachers in the class which



requires them to spend maximum time with students. Thus, teachers are responsible for students' achievement directly, indirectly or vicariously (Rowan et al., 2002). Without doubt, teaching is a very emotional process and involves more than just knowing subject matter and delivering the same in the class. A teacher needs to be sensitive to understand, analyse and handle every student with care bearing in mind that each student has their own unique limitations and strengths. The teacher apart from preparing for his/her daily schedule, has to work extra hard to gauge the mental and physical aspects of his/her students and decide his/her teaching style so that everybody learns.

Work engagement is a concept that has often been analyzed in the literature as having an important role in maintaining employee health and performance in organizations (Obrad, 2020). The concept of work engagement was first pioneered by Kahn (Kahn, 1990), who proposed that engaged employees are more productive in the workplace, as they are physically, emotionally, and cognitively involved in the tasks than a disengaged employee (Frederick & VanderWeele, 2020). Different studies have demonstrated the role of work engagement in employees' positive well-being and career satisfaction (Meyers & van Woerkom, 2017). Work engagement may also play a mediating role in the relationship between perceived organizational support and career satisfaction (Sun et al., 2022). Low work engagement among employees may

contribute to decreased career satisfaction and performance (Knight et al., 2017).

It may not be wrong to say that teachers are responsible for the quality of education imparted, and also for influencing the intention of continuing to attend school, in the minds of young students. A disengaged or burnt out teacher remains uninterested in his/her work thereby causing students also to lose interest in schooling and this results in increased drop outs from school. It is therefore essential to ensure the creation of a school environment wherein the teacher willingly contributes his/her skills for the healthy all-round development of students who would be the future responsible citizens of the country. Considering that today's students are tomorrow's citizens and future leaders of big organizations, the issue of teachers' disengagement, disinterest, and exhaustion at work needs to be addressed on an urgent basis.

Teachers might experience this phenomenon in several conditions. First, their job is focused on serving young people who in most cases are still battling with identity crisis. Exhaustion will arise as teachers who feel that their emotional resources are becoming drained and that they lack of energy (Cordes & Dougherty, 1993). Second condition that may result is monotonous job nature as if they are robots; while the third condition has to do with high demanding jobs which make teachers feel like they have never achieve the desired target, leading

to desperation which results to exhaustion and desistance from their duties and subsequently, disengagement - which therefore, serves to morally exclude individuals from the norms of society. In view of these situations, the researchers are motivated to examine the influence of disengagement and exhaustion on career success among school teachers in Port-Harcourt metropolis.

Statement of the Problem

The role of exhaustion and disengagement has not received major attention in the broader studies involving teachers in Nigeria. Gallup (2017) revealed that 87% of organizations worldwide do not have engaged employees. Most of the organizations with disengaged employees were in the Middle East, North Africa and Sub-Saharan Africa regions. The report also indicated that organizations with engaged employees had 17% higher productivity and 20% higher sales. Exhaustion and disengagement as dimensions of burnout are emotional states and are problematic when in high levels within an individual's psychological make-up (Abbas, et al., 2014).

An understanding of teacher's career satisfaction with regards to their levels of exhaustion and disengagement is particularly important due to the negative effect high levels of exhaustion and disengagement has on career satisfaction and the ripple effect on students and the academic environment by extension. Exhaustion and disengagement has been

linked to increases in the rates of medical errors (de Oliveira et al., 2013; Shanafelt et al., 2010). This may explain why developing countries including Nigeria are experiencing a unique and major problem of brain drain, where professionals (including teachers and lecturers) leave their native countries in pursuit of better working and living conditions in developed countries (Stilwell et al., 2004). Therefore, the study examined the interplay between disengagement, exhaustion and career success among public and private school teachers in Port-Harcourt Metropolis.

Objectives of the Study

The general purpose of this study was to explore the immediate and remote causes of poor career success among school teachers. Based on this, the specific purpose of this study is was to determine the influence of:

1. Teachers with high level of disengagement will report low career success than teachers with low level of disengagement.
2. Teachers with high level of exhaustion will report low career success than teachers with low level of exhaustion.

Literature Review

Today, the issues surrounding teachers have come to be challenging for researchers and policy makers in order to secure the academic and economic future of young people. Chepkorir *et al.* (2023) opined that, "teachers are the most valued assets of any nation." The scholars added that, "teachers play a vital role of imparting knowledge and skills to the



students with the hope that after they successfully complete their studies would contribute towards building their nations socially and economically.” Despite the fulfilling nature of the profession, the quote and statements above amply explain the sacrifice and stress teachers may go through in their bid to shape the world and in grooming the next generation. Related studies abound that explored the empirical links between disengagement and exhaustion on career success of teachers in Port-Harcourt metropolis.

Prajogo (2019) in recruiting 399 employees revealed that emotional exhaustion has significant negative influence on job satisfaction; while job satisfaction significantly influenced performance. Erdal *et al.* (2021) in recruiting 483 participants found a significant negative correlation between emotional exhaustion and job satisfaction. It is evaluated that as emotional exhaustion increases, job satisfaction will decrease and anxiety will increase. Imbur *et al.* (2020) in examining work productivity among 57 non-academic staff revealed a significant mean difference between extrinsically motivated and intrinsically motivated non-academic staff, and a non-significant relationship between motivation and work productivity. Eseadi and Diale (2020) examined the relationship of career satisfaction with burnout among 923 nurses in Nigerian utilizing a cross-sectional survey and the outcome showed a negative correlation of nurses' career satisfaction with burnout total score;

more so, nurses' career satisfaction negatively correlated with physical fatigue and emotional exhaustion. Even with a moderate level of career satisfaction, the nurses reported having high burnout.

Few of the previous reports about the correlation of career satisfaction and disengagement which is one of the factors of burnout are still contradictory. For instance, Roach (2009) reported that there was a very low, positive relationship between career satisfaction and burnout in their study sample. Previous research also showed that even with high levels of career success, employees reported that burnout was a significant problem (Cydulka & Korte, 2008). On the other hand, Becker *et al.* (2006) showed that career satisfaction negatively correlated with burnout. Whitebird *et al.* (2017) found that clinician burnout is associated with lower career satisfaction. Oubibi *et al.* (2022) in engaging 3147 Chinese teachers, demonstrated that perceived organizational support, job crafting, and work engagement have a significant and positive relation with teachers' career success. Kusumawati *et al.* (2020) examined 200 educative and non-educative workers in Indonesia and found that job satisfaction positively influences on work engagement while emotional exhaustion has no influence on the direction of the negative relationship to job engagement.

Job satisfaction's positive effect on work engagement was highlighted in the study

by Sudibjo and Sutarji (2020), and in the research of Goering *et al.* (2017) where it was found that on average, work engagement relates to higher levels of job success; nevertheless, in the later study, given the high degree of heterogeneity, there exist subgroups within the population where high scores of work engagement led to lower scores of job success, witnessing a variety of factors, many of which have not yet been addressed playing thought a regulatory role (Goering *et al.*, 2017; Sudibjo & Sutarji, 2020). In further review, according to Kebapçı and Akyolcu (2011), there was a positive correlation between depersonalization and emotional exhaustion while job satisfaction and personal accomplishment was significantly related. Opoku and Apenteng (2014) assessed career success and burnout among physicians practicing in a developing nation 200 physicians and outcome showed that physicians in Ghana expressed moderate overall career success. Jina *et al.* (2018) in recruiting 347 special education teachers found that career commitment had a significant positive effect on the career satisfaction, and it had a significant negative effect on career burnout; Career satisfaction had a significant negative predictive effect on career burnout. Naz (2017) by recruiting 194 teachers showed that self-efficacy has a strong effect on job satisfaction followed by positive effect and working conditions.

Hypotheses

1. Teacher's level of disengagement will significantly influence career success

among teachers in Port-Harcourt metropolis.

2. Teacher's level of exhaustion will significantly influence career success among teachers in Port-Harcourt metropolis.

Methodology

Research Design

The study adopted a cross-sectional survey design in understanding the influence of disengagement and exhaustion on career success among teachers in Port-Harcourt metropolis.

Study Area

The area of study was public and private schools in Port-Harcourt, Rivers State, Nigeria.

Study Population

Population of this study consisted of all teachers working in both private and public schools in within Port-Harcourt, Rivers State.

Sample and Sampling Techniques

The study was conducted through random sampling technique in recruiting study participants. Descriptive result shows that three hundred and three (303) school teachers were recruited in the study, with ages of 19 to 56 years, mean age of 3355 years and standard deviation of 8.48. Result also indicated that male school teachers were 138 (45.5%) while female school teachers were 165 (54.5%). Also, marital status of teachers showed that single teachers were 130 (42.9%) and 159 (52.5%) were married and 14 (4.6%) were separated.



Furthermore, the years of teaching experience indicates that those between 1 day to 4 years were 147 (48.5%), those who between 5 to 8 years were 119 (39.3%); those between 9 to 12 years were 31 (10.2%) and school teachers categorized under 13 years and above were 6 (2.0%).

Instruments for Data Collection

The questionnaires that were utilized in this study were divided into three (3) sections: Section A, B, and C. Section A comprised of demographic variables such as gender, age, marital status, and teaching experience. Section B comprised of the Career Satisfaction measure as developed by Shockley *et al.* (2015), and Section C was made up of the Exhaustion and Disengagement measure developed by Demerouti and Nachreiner (1999).

Career Success: Career success was assessed using the Subjective Career Success Inventory (SCSI) developed by Shockley *et al.* (2015) which consists of 24 items with 8 dimensions having 3 items each; these items were all presented with the stem “Considering my career as a whole...” The SCSI takes a 5-point Likert scale format ranging from strongly agree to strongly disagree and reported an internal consistency Cronbach’s alpha of $r = 0.73$; however, Cronbach’s alpha for SCSI in the present study was 0.91 indicating a very high internal consistency.

Disengagement and Exhaustion: These two variables will be measured with one

scale: The Oldenburg Burnout Inventory (OBI) was developed by Demerouti and Nachreiner (1999) having a total of sixteen (16) items, which cover two dimensions of Burnout, i.e., disengagement (having 8 items) and exhaustion – having 8 items too, with negative and positive items in both subscales (Demerouti *et al.*, 2010). The OBI was revalidated by Khan and Yusoff (2016). The reliability analysis conducted by the revalidation with academic staff by Khan and Yusoff (2016), showed that all items had mean Cronbach’s alpha coefficient of $\alpha = 0.83$. Since its development, OBI has been tested in various studies, (e.g., Campos *et al.*, 2012; Halbesleben, 2010; Reis *et al.*, 2015) for assessment of burnout in different occupations. However, most of such studies were conducted in Western countries and in occupations other than academic staff population, hence, the Cronbach’s internal consistency for disengagement was $\alpha = 0.58$; while that for Exhaustion was $\alpha = 0.56$.

Method of Data Analysis

Statistical analysis was based on the data coded using Statistical Package for the Social Sciences (SPSS) version 23 and were analysed via a 2-Way Analysis of Variance and independent subject t-test.

Ethical Considerations: Ethical approval was obtained from the Research Ethics Department of Ignatius Ajuru University of Education (IAUE), Rivers State, Nigeria.

Results

Table 1: Harmonic Mean showing the interplay between disengagement and exhaustion on career success among teachers in Port-Harcourt.

		Disengagement		
		High(A1)	Low (A2)	SUM
Exha	High (B1)	N= 109 X= 91.83 SD= 14.20	N= 54 X= 88.33 SD= 11.84	N= 163 X̄= 90.67
	Low (B2)	N = 40 X = 102.60 SD = 7.78	N = 100 X = 103.09 SD = 7.91	N= 140 X̄= 103.09
	SUM	N = 149 X = 97.22	N = 154 X = 95.71 SD = 11.63	N= 303 X̄ = 96.88

Table 1 shows that school teachers with higher level of disengagement reported a lower mean score on career success than teachers with low level of disengagement (X= 91.83 vs. X= 88.33). In the same way, participants with high level of exhaustion reported less career success (X = 102.60) than participants with low level of exhaustion (X = 103.09) who reported more career success. This means that school teachers with low levels of

exhaustion and disengagement reported more career success.

Hypothesis One: Teacher’s level of disengagement will significantly influence career success among teachers in Port-Harcourt metropolis. This was tested using t-test for independent samples and summary of results presented in Table 1.

Table 2: Summary table of independent t-test showing the difference between

school teachers with high and low disengagement on career success.

	Disengagement	N	Mean	Std	Df	T	P
Career Success	High	163	90.67	13.53	301	-9.91	<0.05
	Low	140	103.09	7.91			

The independent subject t-test presented in Table 2 reveals significant difference between school teachers on their level of

career success [t (301) = -9.91, p<0.05]. This evidently was revealed by the mean scores as teachers with high level of

disengagement significantly differed from teachers with low level of disengagement on career success ($x = 90.67$ vs. 103.09). This implies that the disengagement levels of school teachers are important for their career success. Therefore, the first hypothesis which states that, teacher's level of disengagement will significantly influence career success among teachers was confirmed.

Hypothesis Two: Teacher's level of exhaustion will significantly influence career success among teachers in Port-Harcourt metropolis. This was tested using t-test for independent samples and summary of results presented in Table 2.

Table 3: Summary table of independent t-test showing the difference between school teachers with high and low exhaustion on career success.

	Exhaustion	N	Mean	Std	Df	T	P
Career Success	High	149	94.72	13.64	301	-2.26	<0.05
	Low	154	98.04	11.88			

Similarly, the independent t-test in Table 3 indicates a significant difference between school teachers on their level of career success [$t(301) = -2.29, p < 0.05$]. This was revealed by the mean scores as school teachers with high level of exhaustion significantly differed from school teachers with low level of exhaustion on career success ($X = 94.72$ vs. 98.04). This means that exhaustion is an important construct that should be given more attention in order to improve school teachers' career success. In view of this, the second hypothesis which stated that teachers level of exhaustion will significantly influence career success was also accepted.

Discussion

The aim of this study was to explore the link between disengagement, exhaustion and career success among school teachers in Port-Harcourt Metropolis.

The first hypothesis which states that, teacher's level of disengagement will significantly influence career success among teachers was confirmed. This finding is in line with the findings of Oubibi *et al.* (2022) who in their work demonstrated that perceived organizational support, job crafting, and work engagement have significant and positive relation with teachers' career satisfaction. The finding also was in agreement with the study of Kusumawati *et al.* (2020) who found that job satisfaction positively influences work engagement. A plausible and experiential interpretation of this finding is that when teachers as it were in a typical Nigerian setting are not treated as humans or given any regard or they have traces of injustice and work subjugation going on, the teachers may begin to be robotic, mentally uninvolved, may not be motivated, exhibiting withdrawal

behaviour and subsequently in the long run may disengage from the growth and development of such institution where they are working.

The second hypothesis which stated that teacher's level of exhaustion will significantly influence career success was also accepted. This finding is consistent with the study of Prajogo (2019) revealing that emotional exhaustion has significant negative influence on job satisfaction. The findings was also in line with that of Erdal, Akkuş and Bakin (2021) that found a significant negative correlation between emotional exhaustion and job satisfaction. A possible explanation of this finding is that school establishment in Nigeria is designed in such a way that some teachers if not most of them are literally working as formal slaves or are subjected to working conditions that are at variance to international best practices for academics. Hence, these set of people have little or no time for themselves, their families and personal lives and are invariably exhausted, famished and irritated at worst. In this state, the tendency for them to exhibit any form of career satisfaction is grim and non-existent.

Policy Implications

The researchers opine that policy makers in higher education should be cautious when enacting laws that may impact successful teaching and learning in schools. This is in a bid to establish and guarantee a conducive/ideal teaching environment for teachers to carry out

their duties effectively and efficiently, as this will help to improve teachers' proactive behavior, work engagement, and career satisfaction. Also, organizational support departments should also be provided by schools and the Ministry of Education in Rivers State in order to encourage career success.

Limitations of the Study

1. The first limitation of this study is the cross-sectional nature of the study that precludes cause and effect relationships. In essence, it can be certain that exhaustion and disengagement were causes of distress among the teachers.
2. Secondly, is the aspect of using only self-report questionnaires that could present issues bothering on social desirability bias; that is, there is a possibility that some teachers might have responded to the questionnaires based on how they think that they ought to respond and not as they should have.

Suggestions for Further Study

To solve the limitations above, methodologically, future research needs to be based on recruiting teachers in public schools as well. In addition, future studies consider employing structured interviews in addition to self-report questionnaires in order to increase the generalization of the present study.

Also, future researchers should continue to examine other personal dispositional difference factors and other contextual factors of the teaching environment. To



name a few examples, the constructs in positive organizational behavior such as psychological capital, psychological empowerment, and affect could potentially play roles as antecedent, mediator, and/or moderator of career success among teachers.

Recommendations

This study attempted to provide some useful insight into determining the components and dimensions of teacher's satisfaction. In view of this, the following recommendations are proffered in this study:

1. Teachers should be entitled to work leave which can aid to reduce their burnout levels and increase their psychological well-being.
2. Teachers should be engaged through sharing of ideas, feelings, and hopes, difficulties faced at workplace, listen to difficulties of teachers, and react constructively to the teacher's need in a constructive way that can enhance career success.
3. Teacher's participation, working more than being paid for, difficult to detach from their job and happy working for the school are good signs of career success and should be harnessed by school administrators.

REFERENCES

Abbas, Z., Murad, S., Yazdani, N., & Asghar, A. (2014). Extending "Kahn's model of personal engagement and disengagement at work" with reference to existential attributes: A case study of HR

managers in Pakistan. *International Journal of Social Economics*, 41, (1), 2-31.

Aristides, I., Ferreira, L., & Martinez, F. (2012). Presenteeism and burnout among teachers in public and private Portuguese elementary schools. *International Journal of Human Resource Management*, 23, 4380-4390.

Arthur, M., Khapova, S., & Wilderom, C. (2005). Career success in a boundary less career world. *Journal of Organizational Behavior*, 26, 177-202.

Barnett, B. R. & Bradley, L. (2007). The impact of organizational support for career development on career satisfaction. *Career Development International*, 12, (7), 617-636.

Becker, J. L., Milad, M. P., & Klock, S. C. (2006). Burnout, depression, and career satisfaction: Cross-sectional study of obstetrics and gynecology residents. *Am J Obstet Gynecol.*, 195, (5), 1444-1449.

Campos, J. A. D., Carlotto, M. S., & Marôco, J. (2012). Oldenburg Burnout Inventory-student version: Cultural adaptation and validation into Portuguese. *Psicologia: Reflexão e Crítica*, 25, (4), 709-718.

Chepkorir, R., Kithuri, K., Ntarangwe, M. (2023). Teacher's mastery experiences on coping with stress at work place among the public secondary school teachers in Mathare Sub County, Nairobi, County, Kenya. *International*

- Journal of Arts and Social Science*, 6, 2, 16-22.
- Cordes, C. L., & Dougherty, T. W. (1993). A review and an integration of research on job burnout. *Academy of Management Review*, 18, (4), 621-656.
- Crospanzano, R., Rupp, D. E. & Byrne, Z. S. (2003). The relationship of emotional exhaustion to work attitudes, job performance and organizational citizenship behaviors. *Journal of Applied Psychology*, 160-169.
- Cydulka, R. K., & Korte, R. (2008). Career satisfaction in emergency medicine: The ABEM Longitudinal Study of Emergency Physicians. *Ann Emerg Med.*, 51(6), 714-722.
- de Oliveira, G., Chang, R., & Fitzgerald, P. (2013). The prevalence of burnout and depression and their association with adherence to safety and practice standards: A survey of United States anesthesiology trainees. *Anesth Analg*, 117, 182-193.
- Demerouti, E., & Nachreiner, F. (1999). Burnout as an outcome of job demands, job resources and specific short-term consequences of strain. Paper Presented at the Fifth European Conference on Organizational Psychology and Health Care, Ghent, Belgium.
- Erdal, N., Akkuş, G. Ç., & Bakin, D. (2021). The effect of anxiety and burnout on job satisfaction: The Covid-19 period. *International Journal of Multidisciplinary and Current Educational Research*, 3, (3), 87-99.
- Eseadi, C., & Diale, B. M. (2020). Correlation of career satisfaction with burnout among Nigerian nurses. *International Medical Journal*, 27, (4), 447-449.
- Frederick, D. E. & Vander Weele, T. J. (2020). Longitudinal meta-analysis of job crafting shows positive association with work engagement. *Cogent Psychol.* 7, 1746733.
- Gallup (2017). *The Gallup Employee Engagement Report 217*. Gallup Partners. New York.
- Goering, D. D., Shimazu, A., Zhou, F., Wada, T., & Sakai, R. (2017). Not if, but how they differ: A meta-analytic test of the nomological networks of burnout and engagement. *Burnout Research*, 5, 21-34.
- Halbesleben, J. R. (2010). The role of exhaustion and workarounds in predicting occupational injuries: A cross-lagged panel study of health care professionals. *Journal of Occupational Health Psychology*, 15(1), 1-12.
- Hallinger, P. & Heck, R. (1996). The principal's role in school effectiveness: A review of methodological issues, 1980-1995, (pp. 723-784) in K. Leithwood, J. Chapman, D. Corson, P. Hallinger, and A. WeaverHart (eds.), *The International Handbook of Educational Leadership and Administration*. New York: Kluwer



- Holbeche, L. & Springett, N. (2003). *In Search of Meaning in the Workplace*. Horsham, Roffey Park.
- Imbur, M. T., Iloma, D. O., & Udeze, C. N. C. (2020). Exploring the dimensions of motivation in work productivity among University of Uyo non-academic staff. *Practicum Psychologia*, 10, 1, 80-93.
- Jina, C-X., Xu, Y., & Yao, J. (2018). The relationship among career commitment, career satisfaction and career burnout of special education teachers. 4th International Conference on Social Science and Management (ICSSM 2018)
- Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33, 692-724.
- Kebapçı, A., & Akyolcu, N. (2011). Acilbirimlerde çalışan hemşirelerde çalışma ortamının tükenmişlik düzeylerine etkisi. *Türkiye Acil Tıp Dergisi*, 11(2), 59-67.
- Khan, A., & Yusoff, R. B. M. (2016). Psychometric testing of Oldenburg Burnout Inventory among academic staff in Pakistan. *International Review of Management and Marketing*, 6, (4), 683-687.
- Knight, C., Patterson, M., & Dawson, J. (2017). Building work engagement: A systematic review and meta-analysis investigating the effectiveness of work engagement interventions. *Journal of Organizational Behaviour*, 38, 792-812.
- Kusumawati, H., Prajogo, W., & Wijaya, N. H. S. (2020). The relationships among job satisfaction, emotional exhaustion, cynicism, job engagement and creative work involvement. *International Journal of Psychosocial Rehabilitation*, 24, 6, 3486-3494.
- Maslach, C. Schaufelli, W. B. & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology*, 52, 397-422.
- Maslach, C., Jackson, S., & Leiter, L. (2016). *Maslach Burnout Inventory Manual*. 4th ed. Menlo Park, CA: Mind Garden Inc.
- Meyers, M. C., & van Woerkom, M. (2017). Effects of a strengths intervention on general and work-related well-being: The mediating role of positive affect. *J. Happiness Stud.*, 18, 671-689.
- Naz, S. (2017). Factors affecting teachers job satisfaction. *Journal of Management, Business and Economics*, 12, (2), 44-59.
- Obrad, C. (2020). Constraints and consequences of online teaching. *Sustainability*, 12, 6982-6992.
- Opoku, S. T., & Apenteng, B. A. (2014). Career satisfaction and burnout among Ghanaian physicians. *International Health*, 6, 54-61.
- Oubibi, M., Fute, A., Xiao, W., Sun, B., & Zhou, Y. (2022). Perceived organizational support and career satisfaction among Chinese teachers: The mediation effects of job crafting and work engagement

- during COVID-19. *Sustainability*, 14, 623-634.
- Prajogo, W. (2019). The relationship among emotional exhaustion, job satisfaction, performance, and intention to leave. *Advances in Management & Applied Economics*, 9, (1), 21-29.
- Reis, D., Xanthopoulou, D., & Tsaousis, I. (2015). Measuring job and academic burnout with the Oldenburg burnout inventory (OLBI): Factorial invariance across samples and countries. *Burnout Research*, 2, (1), 8-18.
- Roach, A. (2009). *Teacher burnout: Special education versus regular education*. [Education Specialist Thesis] Marshall University, United States.
- Rowan, L., Knobel, M., Bigum, C., & Lankshear, C. (2002). *Boys, literacies and schooling*. Buckingham, England: Open University Press.
- Seibert, S. E. & Kraimer, M. L. (2001). The five-factor model of personality and career success. *Journal of Vocational Behavior*, 58, 1-21.
- Shanafelt, T., Balch, C., & Bechamps, G. (2010). Burnout and medical errors among American surgeons. *Ann Surg*, 251, 995-1000.
- Shockley, K. M., Ureksoy, H., Rodopman, O. B., Poteat, L. F., & Dullaghan, T. R. (2015). Development of a new scale to measure subjective career success: A mixed-methods study. *Journal of Organizational Behavior*.
- Stilwell, B., Diallo, K., & Zurn, P. (2004). Migration of health-care workers from developing countries: strategic approaches to its management. *Bull World Health Organ*, 82, 595-600.
- Sudibjo, N., & Sutarji, T. (2020). The roles of job satisfaction, well-being, and emotional intelligence in enhancing the teachers' employee engagements. *Management Science Letters*, 10(11), 2477-2482.
- Sun, Y., Wu, L., & Jeyaraj, A. (2022). Management: Moderating role of enterprise social media use in work engagement. *Information Processing Management*, 59, 102793.
- Truss, C., Soane, E., Edwards, C., Wisdom, K., Croll, A. & Burnett, J. (2006) *Working life: Employee attitudes and engagement*. London, CIPD Review. *Journal of Management*, 31, 874-900.
- Whitebird, R. R., Solberg, L. I., & Crain, A. L. (2017). Clinician burnout and satisfaction with resources in caring for complex patients. *Gen Hosp Psychiatry*, 44, 91-95.
- Yong J., Qinzhen Q., & Chaoyun Y. (2006). The effects of transformational leadership on organizational citizenship behavior. *Psychological Science*, 29, 162-164.