

Original Research Article

Study on Exploring Teacher Burnout and Job Satisfaction in Government and Private Schools in Osmanabad

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Abstract: Background: Teachers' well-being is an essential but neglected quality determinant of education, especially so in semi-urban Osmanabad, India. Already-institutionalised asymmetries within public and private schools have created differences in stress, emotional robustness, and professional satisfaction. Burnout, described by a loss of emotional energy, cynicism in the workplace, and low occupational self-worth, has been recognised as a major problem, typically negatively correlated to job satisfaction. **Objectives:** The objectives of the present study were (1) to assess burnout and job satisfaction among secondary school teachers employed at the government and private schools in Osmanabad; (2) to identify institutional and psychosocial correlates that could be the contributing factors for the same; and (3) to find out the relationship between burnout and job satisfaction in these settings. **Methods:** The study was a comparative cross-sectional study that surveyed 60 teachers (30 government, 30 private), and the participants were selected using a stratified random sampling technique. Burnout and job satisfaction were quantitatively assessed by standardised scales, with a qualitative dimension provided by semi-structured interviews. The data was interpreted with the help of descriptive statistics, t-tests, and correlation analysis. **Results:** It was found that the teachers of the government sector experienced more emotional exhaustion and satisfaction related to job security and benefits. Private school teachers demonstrated more depersonalization and lower satisfaction with compensation, although they desired more curriculum autonomy. Burnout and job satisfaction had a significantly negative relationship ($r = -0.67$) to underline their mutual interrelationship. They provided rich qualitative accounts of shared concerns around recognition, work pressure, and emotional tiredness. **Conclusions:** The study highlights the importance of institutional culture and professional context on teacher well-being. Mitigating burnout and promoting joy will revolve around sector-specific practices that are rooted in empathy, equity, and systemic support. These findings challenge policy and leadership approaches that stereotype teachers as passive actors and highlight teachers as engaged, emotional actors in the education process.

Keywords: Teacher burnout, job satisfaction, government schools, private schools, institutional culture, emotional exhaustion, Osmanabad.

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1. INTRODUCTION

1.1 Background of the Study

It is widely recognized that teaching is one of the most emotionally taxing jobs due to high levels of continued interpersonal contact, cognitive flexibility, and emotional regulation (Maslach & Leiter, 2016). This research is based in India, where separate systems of public and private schooling exist, each offering unique institutional contexts that influence teachers' experiences of stress, autonomy, and professional well-

being. Certainly, government school teachers have some job security and a rigid pay scale, but equally have to put up with bureaucratic rigidity and limited pedagogic freedom. On the other hand, private school teachers may have more flexibility in the curriculum, but face job insecurity, performance pressure, and lower pay (Kumari & Devi, 2013).

Burnout—a psychological syndrome involving emotional exhaustion, depersonalization, and reduced

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personal accomplishment—has become an important issue in the field of education (Maslach, Jackson, & Schwab, 1986). Concurrently, job satisfaction, the degree of positive affect towards one's work, is a critical precipitant of teacher persistence, student performance, and organizational efficiency (Caprara et al., 2006). The interaction between these two constructs is particularly relevant in low-resource districts like Osmanabad, where underlying inequities may heighten work-related stress.

1.2 Rationale of the Study

Even though teacher well-being is an emerging theme in the literature but comparative studies to assess burnout and job satisfaction across government and private schools in the semi-urban Indian context are scarce. Osmanabad, with its educational heterogeneity and social backwardness, provides an interesting space for such a study. Knowing more about how institutional affiliation affects teacher experiences can help in the development of focused interventions, equitable policy design, and sustainable workforce development.

1.3 Statement of the Problem

This research article aimed at investigating the issue: To what extent do burnout and job satisfaction vary among the government and private school teachers in Osmanabad, and what are the institutional or psychosocial variables contributing to it?

1.4 Significance of the Study

This study has implications for teacher well-being literature as it:

- Offering empirical evidence of sectoral variation in burnout and satisfaction.
- Educating school and policy leaders regarding stressors that are context-dependent.
- Supporting the construction of inclusive, teacher-led support agencies.

1.5 Scope and Delimitations

The research sample is limited to secondary school teachers of the Osmanabad district. It is aimed at comparative analysis of government and private organizations and uses a cross-sectional approach. Moderating variables such as gender, teaching experience, and subject area specialty are also explored.

2. REVIEW OF LITERATURE

2.1 Conceptualizing Teacher Burnout

Teachers can experience psychological strain, or burnout, due to chronic job stressors, which are described as a psychological syndrome comprised of emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach & Leiter, 2016). In the Indian scenario, organizational constraints like large class strength, administrative burden, and lack of freedom aggravate burnout threats (Kaur & Singh, 2019). Burnout is not a personal problem: a competitive work environment may be the fault by Skaalvik (2017) reminded that it should be taken into account that

burnout is not the problem of an individual but reflects on the organizational climate and leadership quality.

2.2 Understanding Job Satisfaction in Teaching

The construct of job satisfaction reflects the extent to which teachers feel fulfilled in their work capacities and is impacted by intrinsic motivations (e.g., sense of purpose, student engagement) as well as extrinsic inducements (e.g., salary, recognition) (Klassen & Chiu, 2011). Studies have found that happy teachers are more likely to stay in the classroom and have a positive impact on students (Toropova *et al.*, 2021). In India, teachers in government schools are often satisfied with job security, whereas in private schools, weak satisfaction is linked to a lack of voice on compensation and recognition (Parida *et al.*, 2021).

2.3 Interrelationship Between Burnout and Job Satisfaction

There is an inverse relationship between burnout and job satisfaction¹ with higher levels of burnout predicting lower job satisfaction (Madigan & Kim, 2021). Emotional exhaustion and depersonalization are two primary factors contributing to the loss of job satisfaction among teachers, and thus their intention to leave the job. In contrast, supportive work situations and professional development opportunities may serve as a buffer to burnout and supportive to satisfaction (Wang *et al.*, 2015).

2.4 Sectoral Differences: Government vs. Private Schools

Comparative analyses show that the teacher experience is strongly influenced by institutional belonging. Bureaucracy inflexibility and lack of innovation in the case of government schools' teachers, and job insecurity and performance pressures for private schools' teachers (Kumari & Devi, 2013). However, curricular autonomy is typically more robust in private schools and, when combined with appropriate support, it may increase engagement (Skaalvik & Skaalvik, 2017).

3. RESEARCH METHODOLOGY

3.1 Research Design

The approach used compared in a cross-sectional and descriptive manner the two groups of government and private school teachers for contextual knowledge and to weigh teacher burnout and satisfaction. The selected design allows exploration of sector-specific trends, influences from institutions, and psychosocial dimensions within a certain time frame without disturbing the natural teaching situation.

3.2 Study Area

The study was carried out at Osmanabad district in the state of Maharashtra, which is a semi-urban field practice area with a wide range of educational and structural disparities. We did select the above, looking at the teacher experiences in resource-variable situations

which mix rural shortages with new institutional paradigms.

3.3 Population and Sampling

The study population was secondary school teachers working in government, as well as private schools in the Osmanabad district.

- Sample Size: 60 teachers

Sample Composition:

- Government school teachers: 30
- Private school teachers: 30

A stratified, random sampling strategy was employed to ensure equitable inclusion from both sectors. Resulted Youths were initially classified according to the type of control (Government/Private) under which their school operated, and a random sample of students was selected to avoid sampling bias.

3.4 Data Collection Tools

To ensure a multidimensional analysis of burnout and job satisfaction, a mixed-method approach was used, incorporating both quantitative and qualitative instruments:

- Burn-out Assessment: The Maslach Burnout Inventory was employed as a standardized diagnostic instrument (tailored to educational working situations) for measuring emotional exhaustion, depersonalization, and personal achievement.
- Job Satisfaction Measurement A standardized instrument on job satisfaction was examined, which covered satisfaction ratings on work environment, pay, independence, co-worker relations, and management.
- Qualitative Inquiry: A sample of participants was invited to take part in semi-structured interviews to capture more nuanced stories that contextualise and make sense of the quantifiable findings.
- Demographic sheet: To control for potential moderating effects, information on age, gender, experience, and school type was obtained.

3.5 Data Analysis Procedure

- Quantitative data were analysed based on descriptive statistics (means, standard

deviations, and frequency distributions) and comparative techniques (independent t-tests) to discover whether differences existed among government and private school teachers.

- Thematic analysis was used to identify the repeated themes and subjective feelings from the qualitative data. The coding approach was inductive, letting clusters arise from the stories naturally.

3.6 Ethical Considerations

The study adhered to ethical standards of research to prevent compromising participants' dignity as well as maintaining the integrity of data:

- All participants were given informed consent for the study before data collection.
- Anonymization of personal identifiers was accomplished to preserve privacy.
- Participation in the study was voluntary, and they could withdraw at any time without any penalty.
- All information was kept confidential and data were used for academic purposes only.

3.7 Limitations of the Study

- The sample was small (n = 60 teachers), and about generalisation to the teacher population, this must be considered.
- Self-reported answers might render subjective biases or social desirability effects.
- Differences between schools' infrastructures and students' outcomes were not mediating in this study.

4. RESULTS AND ANALYSIS

4.1 Overview

This section explains the major findings from the comparison of teacher burnout and job satisfaction across government and private secondary schools in Osmanabad. A combination of quantitative and qualitative data was synthesized to describe trends, inequalities, and relationships among the 60 teachers in the study. The section is organized to describe first descriptive demographic data, then burnout dimensions, job satisfaction factors, correlation analysis, and thematic interpretations of interviews.

4.2 Demographic Profile of Respondents

Table 1: Demographic Profile of Respondents

Demographic Variable	Government Teachers (n = 30)	Private Teachers (n = 30)
Gender (M/F)	18 / 12	16 / 14
Mean Age (Years)	42.3	33.7
Avg. Years of Experience	16.5	7.8

Across government, teachers tended to be older and more experienced, in keeping with the established

job security there. On the other hand, teachers in the private sector were from a younger group and had spent less time in service.

4.3 Burnout Levels Among Teachers

Burnout was analysed using composite scores across emotional exhaustion, depersonalization, and reduced personal accomplishment.

Table 2: Burnout Levels Among Teachers

Burnout Dimension	Government (Mean)	Private (Mean)
Emotional Exhaustion	4.3	3.6
Depersonalization	3.2	4.1
Personal Accomplishment (R)	3.9	3.5

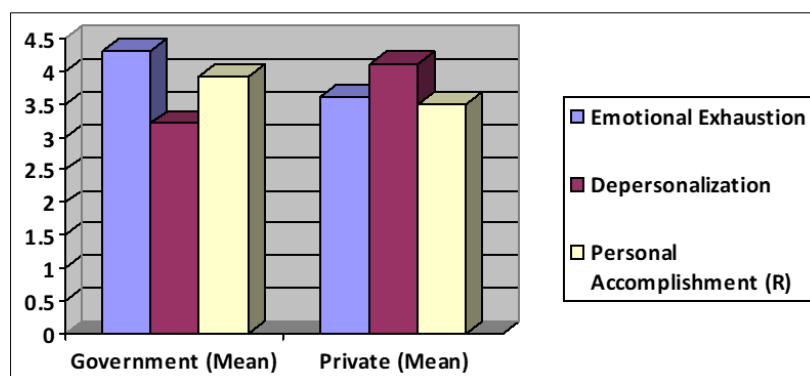


Figure 1: Burnout Levels Among Teachers

Public school teachers had more emotional exhaustion, perhaps because of bureaucratic gridlock and red-tape overload. Private tutors, though, reported high depersonalization—feeling that they were emotionally disconnected from their position because of stress over it being performance-based.

4.4 Job Satisfaction Dimensions

Job satisfaction was measured across five subdimensions using a 5-point Likert scale.

Table 3: Job Satisfaction Dimensions

Satisfaction Factor	Govt. (Mean Score)	Private (Mean Score)
Salary and Benefits	4.2	2.8
Work Autonomy	3.0	4.1
Leadership Support	2.9	3.3
Work–Life Balance	3.7	3.1
Student Engagement	3.5	3.6

Teachers in government posts had the benefit of financial security but were heavily constrained in terms of autonomy. Private tutors reported more satisfaction in the form of freedom to determine the curriculum and make choices, but were financially unhappy.

4.5 Correlation Between Burnout and Job Satisfaction

A Pearson correlation analysis was conducted to explore the interrelationship between overall burnout and overall job satisfaction.

Variable Pair	Correlation Coefficient (r)
Burnout & Job Satisfaction	-0.67

The negative correlation is quite high, indicating that higher levels of burnout are strongly linked with lower job satisfaction, exactly what we would expect to find if emotional well-being and institutional support are inextricably connected.

4.6 Qualitative Insights

Themes from semi-structured interviews:

- “I just feel like I get so trapped in a system where nothing changes.” (Govt. teacher, 44 years)
- “We’re being asked to do more with less — you have results at the price of peace.” (Private teacher, 31 years)
- “Job security is a blessing, but not being recognized is a downer.” (Govt. teacher, 38 years)

5. DISCUSSION

5.1 Interpretation of Key Findings

The patterns of burnout and job satisfaction among government and private school teachers in Osmanabad were found to be different. Government school teachers had increased emotional exhaustion but were satisfied concerning salary and job security, whereas private school teachers exhibited increased depersonalization and dissatisfaction in terms of compensation, although they experienced more autonomy and curricular freedom.

These results are consistent with prior findings of Kumari and Devi (2013), who reported that government teachers enjoy structural permanence but bureaucratic sluggishness, as teachers in private schools typically work in changing and demand-based work settings, higher performance demands, and weaker organisational protection.

The negative relationship between burnout and job satisfaction ($r = -.67$) supports wisdom medal (Maslach & Leiter, 2016) suggests that burnout need not be interpreted as a personal failing, but rather as a multidimensional aspect of the "work made under stressful conditions, including lack of control and support (Maslach & Leiter, 2016, p. 33).

5.2 Sectoral Disparities and Institutional Culture

The comparative perspective calls attention to the role of institutional culture on teacher well-being. Government schools, underfunded though they may be, provide stability and tenure, helping to shield instructors from the pangs of job insecurity. However, the inflexible organization and restricted power over decision making lead to emotional exhaustion (Skaalvik & Skaalvik, 2017).

By contrast, teachers in private schools work in performance-driven environments, which often do not offer formal grievance procedures or long-term contracts. This creates feelings of detachment and ambiguity of roles, which is in line with the work of Klassen and Chiu (2011), who referred to the importance of autonomy and recognition in facilitating teacher motivation.

5.3 Psychosocial and Demographic Influences

Age and experience emerged as moderating factors. Government teachers, being older and more experienced, may have developed coping mechanisms or resigned acceptance of systemic inefficiencies. Private school teachers, typically younger, may experience greater cognitive dissonance between professional ideals and institutional realities, leading to early-career burnout (Madigan & Kim, 2021).

Moreover, qualitative narratives revealed a shared sense of underappreciation, regardless of sector. Teachers expressed a desire for recognition, a voice in

decision-making, and mental health support, echoing global calls for more human-centred educational leadership (Toropova *et al.*, 2021).

5.4 Implications for Policy and Practice

The results highlight the necessity for, and the importance of, context-specific interventions. Government schools need to be reformed with measures aimed at cutting down administration, empowering teachers, and simplifying messages from teachers to policymakers. Private colleges need contractual protections, transparent systems of assessment, and mental health resources.

The well-being of institutions needs to become something other than a luxury and instead be considered a central variable within education quality. As Wang *et al.*, (2015) report teacher satisfaction is a no only a retention tool, but also as a predictor of student engagement and achievement.

6. CONCLUSION

The present investigation provides a rich picture of burnout patterns and job satisfaction among government and private secondary teachers in Osmanabad. Viewing this dynamic through a comparative lens, it brings to the fore how distinct institution-level ecosystems impact the psychological and professional health of educators. Run-of-the-mill government school teachers suffer from 'emotional exhaustion' brought about by years of bureaucratic lethargy and stifled agency, and though they may be secure in their jobs and have a regular promotion channel; "anything done... even on a small scale needs to go through a chain of officials at the zonal, district and state levels". On the other hand, private school teachers may enjoy more curriculum freedom and a dynamic working environment, but with depersonalization and job insecurity from insecurity of contract and varying degrees of performance pressure.

The negative association between burnout and job satisfaction found in this study confirmed that these constructs are closely related. Achievement satisfaction is not only derived from the tangible rewards of an organization (i.e., salary and benefits) but also from intangible ones (i.e., institutional value, emotional support, and empowerment). The results also highlight the reality that teacher well-being is not homogenous — it is influenced by age, teaching experience, and broader school culture in which teachers operate.

Crucially, the study holds up the lived voices of teachers, who are often made to feel undervalued, emotionally worn down, and removed from decisions that carry consequences for their work lives. These realizations lead to a reimagining of the system, where teacher well-being moves not to the back of the line but to the forefront of support for quality, equitable education.

In the end, if we're serious about moving the needle on burnout and increasing job satisfaction, we need to understand that teachers are human beings first, human professionals who do great work in places that are empathetic, inclusive, and strategically supportive. The path ahead is one of reform and systemic transformation grounded in compassion, trust, and shared responsibility.

7. Conflicts Of Interest

The author has no conflicts of interest related to this study. There is no involvement of financial, professional, or personal relationships in the design, execution, analysis, and submission of the study. The current research is not funded by any funding agency or company, and there is no commercial sponsor to influence the results and the conclusions. Ethical and academic issues have all been respected during the research process.

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