





Teacher job satisfaction and burnout in vocational high schools: Examining the role of intrinsic and extrinsic job satisfaction parameters

 Adamopoulos, I.¹

 Anastasiou, S.^{2, +}

¹Hellenic Open University, GR 26335 Patras, Greece.

Email std133229@ac.eap.gr

²Faculty of Social Sciences, University of Ioannina, Ioannina, 45500 Greece.

Email: anastasiou@uoi.gr



(+ Corresponding author)

ABSTRACT

Article History

Received: 4 February 2025

Revised: 18 November 2025

Accepted: 2 January 2026

Published: 26 January 2026

Keywords

Job satisfaction

Leadership

Personal accomplishment

School management

Vocational education.

This study aims to assess teacher job satisfaction and burnout in vocational high schools in Aitolokarnania, Greece and to examine the relationship between intrinsic and extrinsic job satisfaction factors, burnout dimensions and workplace conditions. A quantitative survey was conducted with 147 vocational high school teachers. Data were collected using a validated questionnaire, assessing intrinsic job satisfaction factors (e.g., task variety and recognition) and extrinsic job satisfaction factors (e.g., salary and working conditions), alongside emotional exhaustion, depersonalization, and personal accomplishment. Results showed that intrinsic factors like task variety and recognition were more highly rated than extrinsic factors such as salary and working conditions. A negative relationship was found between job satisfaction and burnout with transformational leadership positively influencing job satisfaction and reducing burnout. Unmet salary expectations were a significant source of job dissatisfaction. It is concluded that intrinsic job satisfaction factors play a crucial role in reducing burnout among vocational school teachers. The results highlight the importance of effective leadership and improved workplace conditions for teachers. Schools should focus on enhancing intrinsic job satisfaction and leadership quality while advocating for improved financial support at the policy level to reduce burnout. Effective leadership, supportive work environments and better compensation policies are essential to maintaining teacher well-being and reducing turnover.

Contribution/Originality: The results of the present work indicate that intrinsic and extrinsic job satisfaction factors of the vocational school teachers who participated in the present work are related to burnout dimensions, such as emotional exhaustion, depersonalization, and personal accomplishment. It is suggested that there is a need to implement some initiatives to enhance workplace conditions, encourage supportive leadership, and guide policy actions to maintain a stable and motivated teaching staff in vocational education.

1. INTRODUCTION

Teacher job satisfaction and burnout are important topics in education. They affect not just how teachers feel but also how well they teach and how students perform. Studies show that job satisfaction, burnout, and workplace conditions are interconnected showing the importance of supportive management, chances for professional growth, and good school organization strategies (Demirtas, 2021; Koutouzis & Malliara, 2017). The level of *job satisfaction* of teachers can indicate that they feel fulfilled in their professional roles and can be influenced by the following factors:

- *Intrinsic factors* such as task variety, opportunities for professional development and the nature of the work itself.
- *Extrinsic factors* such as salary, working conditions, and leadership styles (Gkolia, Belias, & Koustelios, 2014).

High job satisfaction is good for getting more work done, making things run smoothly, and keeping people committed. On the other hand, when people are unhappy at work, it can lead to more absenteeism, higher turnover rates and increased stress (Han, Xu, & Xiao, 2023; Skaalvik & Skaalvik, 2009). For teachers, satisfaction often comes from their dedication to helping students learn and grow and from wanting to make a positive impact on society. Many face problems such as heavy workloads, low pay, and few chances for career growth which lead to unhappiness (Panagopoulos, Karamanis, & Anastasiou, 2024; Sepiriti, 2024). The way leaders behave greatly affects job satisfaction; transformational leaders can inspire and engage while leaders who do little can increase stress and reduce involvement (Sepiriti, 2024; Skaalvik & Skaalvik, 2009).

In Greece, teacher burnout is a rising issue, especially with the tough economy and increased administrative tasks. Greek teachers deal with long hours, job uncertainty and lack of support, all raising stress levels and leading to fatigue. Research shows that Greek teachers feel more emotionally drained and disconnected compared to teachers in other European countries (Richardson, 2022). This stress is clear in vocational high schools (EPALs) where teachers work with students who face extra socio-economic difficulties. These students often come from low-income backgrounds, which lead to more dropouts and less interest in school. Vocational education is viewed as a backup plan rather than a top choice, influencing students' motivation and confidence. Similarly, gaps in technology and lack of resources make it hard for students to get the hands-on training they need for jobs (Skenderidis, Leontopoulos, Hatzitheodorou, & Liapopoulos, 2024). Greece has a school-based vocational system that does not offer enough real-world experience, leaving many students unready for stable jobs unlike places with combined vocational training systems like Germany and Switzerland (Brunetti & Corsini, 2019). Teachers in these environments need to cover for these system flaws, often becoming mentors without enough support or updated tools, increasing their workload and risk of burnout. Research by Kokkinos (2006) showed that the Maslach Burnout Inventory-Educators Survey (MBI-ES) is effective for assessing burnout in teachers in Cyprus. It identified the following three main areas: emotional exhaustion, depersonalization, and personal achievement. The study found that female teachers experience more emotional exhaustion than males, and primary school teachers feel more drained than those in secondary schools. Kantas and Vassilaki (1997) also reported the reliability of this scale using a Greek language version of this survey used to measure burnout across three dimensions: emotional exhaustion, depersonalization, and personal accomplishment.

This study aimed to assess burnout and job satisfaction among teachers at Greek vocational high schools given the challenges and issues of vocational high schools (Antera, 2021; Rauseo et al., 2023; Triyono et al., 2020). Knowing what affects job satisfaction and burnout is crucial for understanding the factors that influence teacher burnout and job satisfaction, with implications for policy and practice.

2. MATERIALS AND METHODS

This study used a quantitative approach to look at job satisfaction and burnout among vocational high school teachers in Aitolokarnania, Greece. The survey occurred from March to May 2021 with a structured questionnaire.

Ethical guidelines were followed to protect participant anonymity and confidentiality and the research protocol followed was approved by the Hellenic Open University (4445/10th Nov 2020). The sample included 147 teachers from vocational high schools (EPAL) in the Aitolokarnania region of the West. Data was gathered with a validated questionnaire sent out through the regional education office responsible for the vocational schools in the region. The questionnaire included questions about demographic data such as gender, age, marital status, teaching experience and school location followed by questions regarding job satisfaction which were based on a Greek

version (Panagopoulos et al., 2024) of the job satisfaction questionnaire developed by Warr, Cook, and Wall (1979). This tool has 15 closed-ended questions assessing factors that contribute to job satisfaction, such as intrinsic factors (e.g., task variety and recognition) and extrinsic factors (e.g., pay and work conditions). The final section of the questionnaire contained questions regarding occupational burnout, which was based on Kantas and Vassilaki (1997) which aimed to measure burnout across the following three dimensions: emotional exhaustion, depersonalization, and personal accomplishment. Scores for each participant were obtained by summing responses on subscales: emotional exhaustion (0-54), depersonalization (0-30), and personal accomplishment (0-48).

The research tools used showed good reliability with Cronbach's alpha being 0.85 for job satisfaction and 0.82 for burnout.

Statistical Analysis: Data were analyzed using SPSS (version 24.0). Descriptive statistics (means and standard deviations) were calculated to summarize the demographic characteristics and main study variables. Pearson's correlation coefficient was used to explore relationships between job satisfaction and burnout dimensions. Independent samples t-tests and one-way ANOVA were performed to assess differences based on demographic factors. Statistical significance was set at $p < 0.05$.

3. RESULTS

3.1. Demographic Characteristics of the Sample

The study included 147 vocational high school teachers (EPAL) from the Aitolokarnania region. The gender distribution was balanced with 51.7% female and 48.3% male participants. The age ranged from 25 to 60 years, with the majority (62.5%) aged between 35 and 50. Regarding teaching experience, 34.7% had 11–20 years of experience while 24.5% had over 20 years of teaching experience. A significant portion of the sample (42.2%) worked in schools located in semi-urban areas.

3.2. Job Satisfaction Levels

The overall job satisfaction score was moderate (see Figure 1) with a mean value of 3.62 (SD = 0.68) on a 5-point Likert scale. The mean scores for intrinsic and extrinsic job satisfaction subscales are presented in Figure 1. Intrinsic job satisfaction factors such as task variety (mean = 4.12 and SD = 0.55) and recognition (mean = 3.98 and SD = 0.58), scored higher compared to extrinsic factors like pay (mean = 2.74 and SD = 0.89) and working conditions (mean = 3.02 and SD = 0.71). Female teachers reported significantly higher intrinsic satisfaction scores ($t = 2.45$ and $p < 0.05$) compared to their male counterparts.

3.3. Occupational Burnout Dimensions

The items of the *Maslach Burnout Inventory (MBI)* can be synthesized to determine the values of its three subscales: emotional exhaustion (EE), items 1–9, personal accomplishment (PA), items 10–17, and depersonalization (DP), items 19–22. Based on this structure, the calculated values for these subscales are presented in Table 1. Three separate scores were calculated for each participant by summing their responses on subscales of emotional exhaustion score (range 0–54), depersonalization score (range 0–30) and the score of personal accomplishment (range 0–48) to calculate the level of burnout.

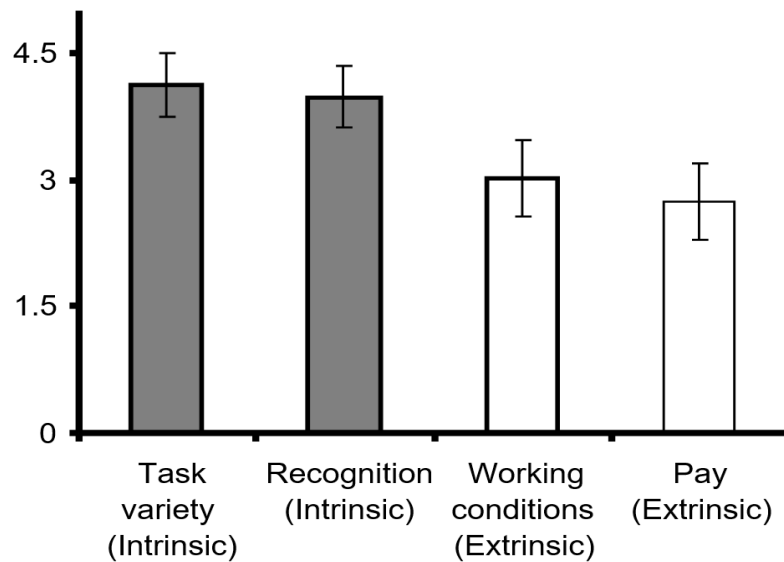


Figure 1. Mean scores (1–5 scale) for intrinsic and extrinsic job satisfaction subscales.

Table 1. Descriptive statistics for the burnout subscales.

Subscales	N	Mean	(\pm SD)
Personal accomplishment	146	3.85	0.67
Emotional exhaustion	146	3.51	0.79
Depersonalization	146	1.93	0.89

These results indicate that among the three subscales, personal accomplishment has the highest mean score ($M = 3.85$ and $SD = 0.679$) followed by emotional exhaustion ($M = 3.52$ and $SD = 0.79$) while depersonalization has the lowest mean score ($M = 1.93$ and $SD = 0.89$).

Further analysis of the data indicated that significant differences were observed in relation to demographic factors such as age, gender, and years of teaching experience, with notable variations in emotional exhaustion (EE), depersonalization (DP), and personal accomplishment (PA) across different subgroups. The mean EE score was 26.4 ($SD = 6.85$) with 47% of participants classified as experiencing moderate to high levels of emotional exhaustion. Female teachers reported lower EE scores compared to males ($t = -2.18$ and $p < 0.05$). The mean DP score was 9.12 ($SD = 3.02$). Teachers with over 20 years of experience exhibited significantly lower DP scores ($F = 3.27$ and $p < 0.05$). PA was rated positively with a mean score of 35.8 ($SD = 4.15$). Younger teachers (<35 years) reported lower PA scores compared to older teachers ($F = 4.02$ and $p < 0.05$).

3.4. Correlation Analysis

3.4.1. Correlation between Job Satisfaction and Burnout

The analysis of job satisfaction and burnout dimensions revealed key relationships.

- Overall, job satisfaction was negatively correlated with emotional exhaustion ($r = -0.211$ and $p = 0.011$), suggesting that teachers who experience greater satisfaction with their jobs tend to report lower levels of emotional exhaustion.
- Intrinsic job satisfaction exhibited a weak negative correlation with depersonalization ($r = -0.110$ and $p = 0.187$) implying that teachers who derive intrinsic fulfillment from their work are somewhat less likely to experience detachment from students and colleagues.
- Extrinsic job satisfaction was negatively correlated with emotional exhaustion ($r = -0.207$ and $p = 0.013$), indicating that work-related conditions, including salary and work environment may influence teachers' ability to manage stress and reduce emotional depletion.

3.4.2. Correlation among Burnout Components

Examining the interconnections between burnout subscales, the following significant correlations were identified (see Table 2).

- Personal accomplishment (PA) was negatively correlated with both emotional exhaustion (EE) ($r = -0.167$, $p = 0.045$) and depersonalization (DP) ($r = -0.159$ and $p = 0.050$). This suggests that teachers who experience a strong sense of professional accomplishment tend to report lower burnout symptoms, specifically reduced exhaustion and detachment.
- Emotional exhaustion and depersonalization were positively correlated ($r = 0.445$ and $p < 0.001$) indicating that as teachers experience higher levels of emotional exhaustion; they are also more likely to develop cynical attitudes and emotional detachment from their students and professional responsibilities.

Table 2. Correlation matrix for burnout subscales.

Subscales	PA	EE	DP
Personal accomplishment		-0.167*	-0.159
Emotional exhaustion	-0.167*		0.445**
Depersonalization	-0.159	0.445**	

Note: * Correlation is significant at the 0.05 level (2-tailed).
 ** Correlation is significant at the 0.01 level (2-tailed).

A Pearson correlation analysis was conducted to explore the relationships between different components of job satisfaction and burnout. These findings are summarized in Table 3 and visually presented in Figure 2. The results indicate a strong positive correlation between intrinsic job satisfaction and extrinsic job satisfaction ($r = 0.592$ and $p < 0.001$), suggesting that teachers who find fulfillment in their job tasks, autonomy, and recognition also tend to report greater satisfaction with external aspects such as salary and working conditions. Furthermore, overall job satisfaction was highly correlated with both intrinsic job satisfaction ($r = 0.853$ and $p < 0.001$) and extrinsic job satisfaction ($r = 0.913$ and $p < 0.001$), highlighting the significant contributions of both internal and external job-related factors to teachers' overall sense of job fulfillment.

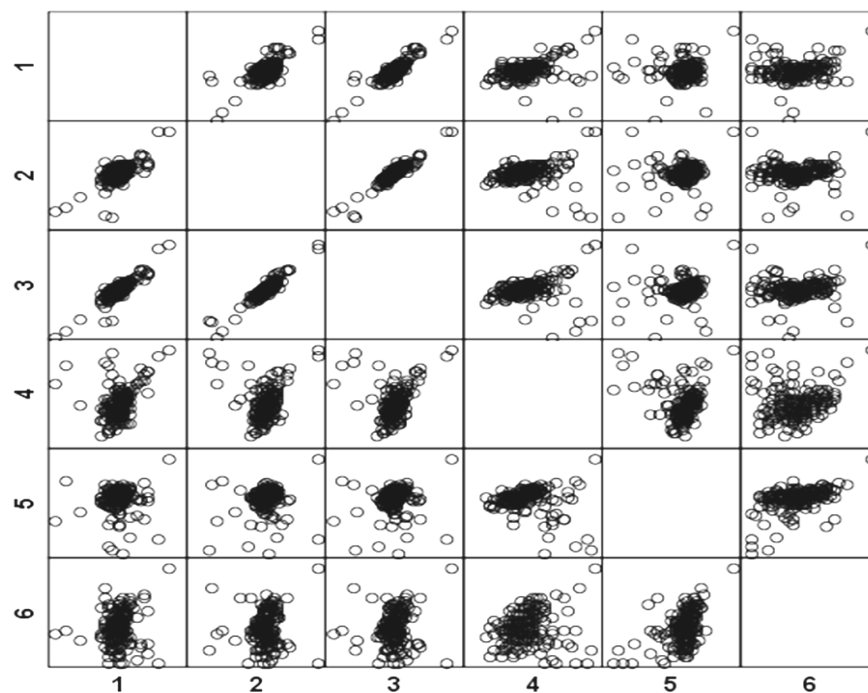


Figure 2. Correlation matrix for 1. Intrinsic job satisfaction. 2. Extrinsic job satisfaction. 3. Job satisfaction. 4. Personal accomplishment. 5. Emotional exhaustion. 6. Depersonalization.

Table 3. Significant correlations between job satisfaction and burnout dimensions.

Variables	1	2	3	4	5
1. Intr JS					
2. Extr JS	0.592**				
3. JS	0.853**	0.913**			
4. PA	0.385**	0.313**	0.366*		
5. EE		0.207*	0.211*	0.167*	
6.DP				-0.159*	0.445**

Note: 1. Intrinsic job satisfaction (JS) refers to internal motivators, such as task variety and recognition; 2. Extrinsic job satisfaction (JS) refers to external factors, such as salary and working conditions; 3. Overall job satisfaction (JS) is the combined measure of intrinsic and extrinsic satisfaction; 4. Personal accomplishment (PA) reflects a sense of achievement and efficacy in one's job; 5. Emotional exhaustion (EE) represents fatigue and stress due to work-related demands. 6. Depersonalization (DP) refers to emotional detachment from students and work responsibilities. (*): Indicates statistically significant correlations at the 0.05 level. (**): Indicates statistically significant correlations at the 0.01 level.

3.5. Variations by Demographic Factors

A one-way ANOVA indicated significant differences in job satisfaction levels based on teaching experience ($F = 4.32$ and $p < 0.05$). Teachers with 11–20 years of experience reported the highest satisfaction scores, particularly in intrinsic factors. Emotional exhaustion was found to decrease with increasing years of experience ($r = -0.27$ and $p < 0.05$), while personal accomplishment showed a positive correlation with age ($r = 0.29$ and $p < 0.01$).

4. DISCUSSION

The present study examined occupational burnout and job satisfaction among vocational high school teachers in Aitolioakarnania, Greece aiming to identify relationships between burnout dimensions and job satisfaction levels. Understanding these relationships is essential for developing effective interventions to support educators' well-being and enhance their professional performance. Teachers' job satisfaction can be influenced by many factors, both internal and external. Internal factors are the parts of the teaching job that give personal satisfaction while external factors are outside conditions that affect job contentment (Anastasiou & Belios, 2020; Bolin, 2007; Khan, Khan, & Din, 2019). The intrinsic job satisfaction aspects are very important for teachers. These aspects include variety in tasks and the freedom to choose how to teach, allowing teachers to adjust their methods to fit student needs (Polychroni, Antoniou, & Kofa, 2025). Chances for growth, like further education and skill building also add to their sense of purpose (Harrison, King, & Wang, 2023). Moreover, seeing students grow academically and personally with recognition from the community, boosts teachers' inner motivation by showing that their work matters. In contrast, external factors are related to the workplace and conditions of employment. Salary, workload, administrative duties, school leadership, job security, and chances for career development are key external factors. Greek teachers often report feeling more intrinsically satisfied than extrinsically satisfied, a pattern also seen in this study. However, both aspects are closely linked to personal achievement, showing the connection between different satisfaction factors (Anastasiou & Belios, 2020; Hricova, Nezkusilova, & Raczova, 2020; Khorfan et al., 2021).

In examining burnout, the results indicated that personal accomplishment scored the highest ($M = 3.85$, and $SD = 0.679$) followed by emotional exhaustion ($M = 3.52$ and $SD = 0.79$) while depersonalization had the lowest mean score ($M = 1.93$ and $SD = 0.89$). These results suggest that teachers generally feel effective in their roles while still facing some emotional exhaustion from work-related stressors (Han et al., 2023; Skaalvik & Skaalvik, 2009). The low depersonalization score is positive showing that teachers stay engaged with their work despite challenges (Moeller, Ivcevic, White, Menges, & Brackett, 2018). The negative relationship between personal accomplishment and emotional exhaustion ($r = -0.167$ and $p = 0.045$) indicates that teachers who feel a strong sense of achievement tend to experience less burnout, supporting the idea that professional self-efficacy can help protect against stress (Byundyugova & Kornienko, 2015).

Similarly, a weaker negative correlation between personal accomplishment and depersonalization ($r = -0.159$ and $p = 0.050$) indicates that teachers who feel accomplished tend to exhibit lower levels of detachment and

cynicism (Nitafan, 2020). On the other hand, the positive correlation between emotional exhaustion and depersonalization ($r = 0.445$, $p < 0.001$) shows that as stress and fatigue increase, teachers are more likely to experience detachment from students and colleagues, a pattern commonly associated with burnout progression (Moeller et al., 2018; Skaalvik & Skaalvik, 2009). Addressing emotional exhaustion is therefore crucial in preventing further disengagement.

Analysis of job satisfaction factors indicated that intrinsic factors (like recognition and variety in tasks) were rated higher than extrinsic ones (such as salary and working conditions). This aligns with earlier findings that stress the importance of non-monetary rewards in education (Gkolia et al., 2014).

Several relevant studies noted a direct link between job satisfaction and teaching effectiveness, suggesting that greater job satisfaction may help prevent burnout (Halder & Roy, 2018; Harrison et al., 2023; Hoque, Wang, Qi, & Norzan, 2023; Sadeghi, Ghaderi, & Abdollahpour, 2021). The results of such studies indicate that job satisfaction has a direct correlation with teaching effectiveness. This can protect teachers from burnout risk. Furthermore, contented teachers are likely to use proper teaching methodologies that may increase the performance of students. This supports the notion that enhancing teacher's standards of living is beneficial for the teacher as well as the school.

Financial factors play a significant role in teacher burnout which is significant during a long period of economic crisis in the country based on the findings of the current study. Financial instability in the country has led to dissatisfaction, stress, and low professional commitment among teachers in Greece. The findings indicated that most vocational high school teachers endure job insecurity, low wages and little prospect for promotions or training. These conditions form a vicious cycle when financial pressure is applied, stress follows, teaching is compromised, and students fail. These results are consistent with Hoque, Khalil, and Rahman (2023) who revealed that teachers in the low-income countries have higher burnout levels because of monetary factors. It also suggests that poor financial conditions reduce job commitment and general happiness which is why financial security is crucial to avoid burnout. If the teachers' basic needs are not met, then one's cognition and affect become compromised and cannot be devoted to the best classroom management or creative pedagogy. This paper argues that financial difficulties hinder career well-being and increase burnout since teachers are paid little and have poor career opportunities in difficult educational contexts. Based on this relationship, financial vulnerability is another factor that contributes to stress and burnout in teachers. They find out that the teachers who are financially insecure and perceive their career mobility to be low are likely to experience high levels of emotional exhaustion and depersonalization which are some of the dimensions of professional burn out. This is in accord with the present study suggesting that there is a need for a change of policies regarding teachers' remuneration and employment status. Thus, if these economic factors are not addressed, the other interventions aimed at the reduction of burnout may not be very effective.

Future research should examine how financial hardship specifically influences burnout, particularly in vocational education where economic difficulties heavily impact both teachers and students. For instance, researchers might investigate whether financial stress affects teaching practices, classroom management, or relationships with students. Understanding these mechanisms could help develop more targeted interventions that address the root causes of burnout rather than merely treating its symptoms. The aspect of job satisfaction and teacher burnout is as crucial for school leaders and managers. It was ascertained that leadership has a significant impact on teacher well-being and job satisfaction irrespective of economic constraints. Thus, the leadership style that fosters motivation, personal development, and supportive communication, namely, transformational leadership, is associated with decreased burnout rates (Koutouzis & Malliara, 2017). Such an approach helps school leaders foster positive perceptions about their worthiness and provide support irrespective of the financial crunch. On the other hand, transactional or laissez-faire leadership styles increase stress and emotional exhaustion (Abdulai, Boateng, & Anlesinya, 2025) which may cause worsening of the impact of financial strain. Organizational justice has

also been identified as another factor that has received attention in the recent past. The findings of the study show that teachers' perceptions of fairness in decision-making, their workload, and performance appraisal directly impact their job satisfaction and stress levels (Demirtas, 2021). When teachers experience unfairness in the distribution of resources or workload, they may lose their professional self-efficacy and commitment. Some effects of financial constraints have been found to be reduced when schools implement clear and inclusive decision-making procedures for classroom teachers as it increases their job satisfaction and reduces burnout (Papasotiriou, Sidiropoulos, Ntanos, Chalikias, & Skordoulis, 2018).

1. Appropriate measures such as mentorship programs and development interventions may help new teachers to develop coping and confidence that is why there is little burnout and high job satisfaction (Skaalvik & Skaalvik, 2009). They can be of great use in vocational education contexts where teachers might have certain difficulties in connection with practical lessons and contacts with the economy. For this reason, schools should create programmatic structures and avenues through which the vulnerable teachers can grow professionally so as to cope with the burnout. The findings of the study also revealed some disparity between male and female teachers where the latter had lower levels of emotional exhaustion than the former. This is in contrast with other studies which suggest that women experience more burnout due to challenges in managing between work-family roles (Byundyugova & Kornienko, 2015). This result needs to be investigated more thoroughly. Further research should be carried out to establish more factors that are unique to the aspect of gender and how they influence other aspects that lead to burnout among teachers in vocational education in Greece. For example, what gender roles imply in leadership may help to explain how workplace conditions and satisfaction levels of teachers might be affected (Saiti & Fassoulis, 2012). The literature on secondary schools in Greece shows that leadership is related to fairness in decision-making, approach to conflict, and participation management, since they determine burnouts and job commitment (Papasotiriou et al., 2018). Such measures as establishing equity, cooperation, and professional independence in the institutions may prevent burnout even if the financial aspect is poor. School leaders who are aware of these dynamics can develop appropriate measures to ensure that teachers are well taken care of, and in the process, enhance the education of students in vocational education.

Although this study did not measure leadership styles directly, existing literature suggests that vocational high school teachers encounter specific challenges that require effective leadership to address burnout. For instance, studies indicate that transformational leadership enhances motivation and engagement whereas passive leadership can worsen burnout (Skaalvik & Skaalvik, 2009). Handian, Wibowo, and Sunarsi (2022) showed that leadership traits and fairness in organizations matter a lot to teacher burnout. Vocational school teachers would do well with leadership that is open and involves everyone. The study of Handian et al. (2022) found that teachers who feel that leadership decisions are fair and their workload is spread out equally, tend to experience less burnout. This points out a need for better leadership in vocational education. School principals are key to managing stress in schools. When school leaders help teachers, for example through good communication and recognition, there is a clear positive effect on the perceptions of teachers for their working conditions. This supports the idea that teachers' perceptions about fair leadership and support really affect their job satisfaction and risk of professional burnout. Future studies should look into how school leaders can make supportive settings, especially in vocational schools in Greece where teachers work with students from a wide range of ages and backgrounds, limited technical support, outdated facilities, and heavy administrative tasks. It is possible to exhibit a low level of job satisfaction and a low level of personal accomplishment. Low job satisfaction could lead to serious long-term issues for schools; teachers may view some factors of their job as satisfactory and others as neutral or unsatisfactory. It is this balance of job satisfaction experiences of teachers which can influence the likelihood of turnover rate in a school unit. Teachers

who are unhappy are more likely to search for other jobs or become less involved in their work which can hurt vocational schools by causing staff shortages (Endende, Kwasira, & Makhamara, 2022). Koutouzis and Malliara (2017) found that the way leaders lead and make decisions has a big effect on job satisfaction with transformational leadership being the most effective. Job satisfaction is tightly connected to how committed teachers feel to their organization and their likelihood of staying. This makes it vital for education policies (Hoque et al., 2023). Given the challenges vocational schoolteachers face in Greece, improving both internal and external motivators is necessary to keep them from leaving early and to ensure a steady, driven teaching workforce.

Another finding from this work is that some demographic factors influenced burnout and satisfaction. The results of the present work indicate that job satisfaction can change with age which aligns with the previously noted age effect on this factor (Anastasiou & Belios, 2020). Teachers with more experience typically showed lower levels of depersonalization, likely due to their experience helping them cope better (Izzati et al., 2023). Conversely, younger teachers scored lower in personal accomplishment, indicating they may struggle with their fulfilment in teaching. Mentorship and professional development could support early-career teachers in gaining confidence and resilience (Skaalvik & Skaalvik, 2009). These results align with Li, Wang, and Zhang (2022) who noted that self-efficacy increases with experience but may decline after a long period, hinting that stress over time can lower confidence. Their findings also highlight that new teachers usually face challenges with self-efficacy, making mentorship and development essential. Putting in place mentorship programs and development initiatives could aid new teachers in building resilience and confidence, leading to less burnout and better job satisfaction (Skaalvik & Skaalvik, 2009).

The results indicated some gender differences – female teachers exhibited less emotional exhaustion than male teachers. This result is different from earlier studies that indicate women usually face more burnout because of struggles with work-life balance (Byundyugova & Kornienko, 2015). More research is necessary to look into factors that are specific to gender and how they interact with other elements that can affect differences related to burnout among teachers in vocational education in Greece. For instance, how gender roles in leadership can influence workplace conditions and teacher satisfaction levels. In Greek secondary schools, successful leadership is often connected to fairness in decision-making, ways to solve conflicts, and management that involves participation, all of which directly affect burnout risk and job commitment (Papasotiriou et al., 2018). There is a need for specific actions to improve job satisfaction and lower burnout risk for vocational high school teachers. Focusing on both intrinsic and extrinsic motivation is essential to keep a healthy work environment, especially with improving work-life balance for teachers and effective leadership (Panagopoulos et al., 2024; Skaalvik & Skaalvik, 2009). Future studies might look into long-term patterns in how burnout changes over time, examining how policy changes, training programs, and leadership strategies affect teacher well-being. Similarly, studies that gather personal insights could provide a deeper understanding of the emotional and psychological aspects of burnout giving a broader view of teachers' experiences.

5. CONCLUSION

This study shows how burnout and job satisfaction can affect the teaching experience. The teachers who participated in the present study exhibited a good level of personal achievement but the medium emotional exhaustion indicates a potential risk for job related stress. The low depersonalization is a good sign indicating that teachers stay involved in their work.

Addressing systemic workplace challenges, promoting effective leadership, and providing professional development opportunities are essential strategies to enhance job satisfaction, reduce burnout, and ultimately improve educational outcomes.

Funding: This research received no funding.

Institutional Review Board Statement: The study was conducted in accordance with the ethical guidelines of the Hellenic Open University, Greece. Approval for the study was granted by the Graduate Research Committee on 10 November 2020 (Ref. No. 44445) before the commencement of the research. The data collected were fully anonymized, and at no stage were personal data recorded, processed, or retained.

Transparency: The authors state that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.

Competing Interests: The authors declare that they have no competing interests.

Authors' Contributions: Both authors contributed equally to the conception and design of the study. Both authors have read and agreed to the published version of the manuscript.

REFERENCES

- Abdulai, A.-G., Boateng, F., & Anlesinya, A. (2025). Leadership styles and teachers' emotional exhaustion: The mediating role of organizational justice. *Educational Management Administration & Leadership*, 53(1), 123-140.
- Anastasiou, S., & Belios, E. (2020). Effect of age on job satisfaction and emotional exhaustion of primary school teachers in Greece. *European Journal of Investigation in Health, Psychology and Education*, 10(2), 644-655. <https://doi.org/10.3390/ejihpe10020047>
- Antera, S. (2021). Professional competence of vocational teachers: A conceptual review. *Vocations and Learning*, 14(3), 459-479. <https://doi.org/10.1007/s12186-021-09271-7>
- Bolin, F. (2007). A study of teacher job satisfaction and factors that influence it. *Chinese Education & Society*, 40(5), 47-64. <https://doi.org/10.2753/ced1061-1932400506>
- Brunetti, I., & Corsini, L. (2019). School-to-work transition and vocational education: A comparison across Europe. *International Journal of Manpower*, 40(8), 1411-1437. <https://doi.org/10.1108/IJM-02-2018-0061>
- Byundyugova, T. V., & Kornienko, E. V. (2015). Personality-related factors of self-fulfillment in professional activities. *Review of European Studies*, 7(3), 1-14. <https://doi.org/10.5539/res.v7n3p1>
- Demirtas, H. (2021). The impact of job satisfaction and burnout on teachers' performance. *Educational Sciences: Theory & Practice*, 21(4), 11-25.
- Endende, K. L., Kwasira, J., & Makhamara, F. (2022). Knowledge creation practices and employee performance in selected public technical vocational education and training institutions in Kenya. *European Journal of Human Resource Management Studies*, 6(1), 1-20.
- Gkolia, A., Belias, D., & Koustelios, A. (2014). Teacher's job satisfaction and self-efficacy: A review. *European Scientific Journal*, 10(22), 321-333.
- Halder, U. K., & Roy, R. R. (2018). Job satisfaction and teacher effectiveness of secondary school teachers. *International Journal of Innovative Research Explorer*, 5(4), 47-61.
- Han, X., Xu, Q., & Xiao, J. (2023). The influence of school atmosphere on Chinese teachers' job satisfaction: The chain mediating effect of psychological capital and professional identity. *Behavioral Sciences*, 13(1), 1. <https://doi.org/10.3390/bs13010001>
- Handian, N. D., Wibowo, A., & Sunarsi, D. (2022). The impact of organizational justice on teacher burnout and job satisfaction: The mediating role of transformational leadership. *International Journal of Educational Management*, 36(3), 457-475.
- Harrison, M. G., King, R. B., & Wang, H. (2023). Satisfied teachers are good teachers: The association between teacher job satisfaction and instructional quality. *British Educational Research Journal*, 49(3), 476-498. <https://doi.org/10.1002/berj.3851>
- Hoque, K. E., Wang, X., Qi, Y., & Norzan, N. (2023). The factors associated with teachers' job satisfaction and their impacts on students' achievement: A review (2010-2021). *Humanities and Social Sciences Communications*, 10(1), 177. <https://doi.org/10.1057/s41599-023-01645-7>
- Hoque, M. E., Khalil, M., & Rahman, M. (2023). Job satisfaction and its impact on teacher effectiveness: A global perspective. *Educational Research and Reviews*, 18(5), 129-146.

- Hricova, M., Nezkusilova, J., & Raczova, B. (2020). Perceived stress and burnout: The mediating role of psychological, professional self-care, and job satisfaction as preventive factors in helping professions. *European Journal of Mental Health*, 15(1), 3-22.
- Izzati, U. A., Mulyana, O. P., Budiani, M. S., Puspitadewi, N. W. S., Salsabila, M., & Muljo, C. R. (2023). Job satisfaction among vocational high school teachers by demographics factors in educational institutions. *IJORE: International Journal of Recent Educational Research*, 4(6), 931-943. <https://doi.org/10.46245/ijorer.v4i6.418>
- Kantas, A., & Vassilaki, E. (1997). Burnout in Greek teachers: Main findings and validity of the Maslach Burnout Inventory. *Work & Stress*, 11(1), 94-100. <https://doi.org/10.1080/02678379708256826>
- Khan, I. A., Khan, M., & Din, M. N. U. (2019). Impact of teachers' personal characteristics on their job satisfaction in Khyber Pakhtunkhwa, Pakistan. *Global Social Sciences Review*, 4(4), 224-231. [https://doi.org/10.31703/gssr.2019\(iv-iv\).29](https://doi.org/10.31703/gssr.2019(iv-iv).29)
- Khorfan, R., Hu, Y.-Y., Agarwal, G., Eng, J., Riall, T., Choi, J., . . . Cheung, E. O. (2021). The role of personal accomplishment in general surgery resident well-being. *Annals of Surgery*, 274(1), 12-17. <https://doi.org/10.1097/sla.0000000000004768>
- Kokkinos, C. M. (2006). Teacher burnout and stress: A study of the Maslach Burnout inventory-educators survey in cyprus. *Educational Psychology*, 26(3), 231-246.
- Koutouzis, M., & Malliara, K. (2017). Teachers' job satisfaction: The effect of principal's leadership and decision-making style. *International Journal of Education*, 9(4), 71-89. <https://doi.org/10.5296/ije.v9i4.10272>
- Li, X., Wang, J., & Zhang, H. (2022). Teacher self-efficacy and burnout: A longitudinal analysis of influencing factors and mediating mechanisms. *Teaching and Teacher Education*, 118, 103896.
- Moeller, J., Ivcevic, Z., White, A. E., Menges, J. I., & Brackett, M. A. (2018). Highly engaged but burned out: Intra-individual profiles in the US workforce. *Career Development International*, 23(1), 86-105. <https://doi.org/10.1108/cdi-12-2016-0215>
- Nitafan, R. P. (2020). Employee silence, organizational commitment, and job burnout of regular employees in local government units in the Cotabato Province, Philippines: A keystone for intervention. *International Journal of English Literature and Social Sciences*, 5(6), 1932-1948. <https://doi.org/10.22161/ijels.56.20>
- Panagopoulos, N., Karamanis, K., & Anastasiou, S. (2024). Exploring the impact of different leadership styles on job satisfaction among primary school teachers in the Achaia Region, Greece. *Education Sciences*, 14(1), 45. <https://doi.org/10.3390/educsci14010045>
- Papasotiriou, E., Sidiropoulos, G., Ntanos, S., Chalikias, M., & Skordoulis, M. (2018). The relationship between professional burnout and satisfaction: A case study for physical education teachers in a Greek urban area. *Serbian Journal of Management*, 13(2), 353-363. <https://doi.org/10.5937/sjm13-15801>
- Polychroni, F., Antoniou, A.-S., & Kofa, O. (2025). Job satisfaction, occupational stress and self-efficacy of Greek mainstream and special school education teachers. *Educational Research for Policy and Practice*, 24, 327-343. <https://doi.org/10.1007/s10671-024-09387-2>
- Rauseo, M., Harder, A., Glassey-Previdoli, D., Cattaneo, A., Schumann, S., & Imboden, S. (2023). Correction: Same, but Different? Digital transformation in Swiss vocational schools from the perspectives of school management and teachers. *Technology, Knowledge and Learning*, 28(1), 429. <https://doi.org/10.1007/s10758-022-09638-2>
- Richardson, P. (2022). Stress and burnout in Greek teachers: A comparative study across European countries. *European Journal of Educational Research*, 35(2), 247-262.
- Sadeghi, K., Ghaderi, F., & Abdollahpour, Z. (2021). Self-reported teaching effectiveness and job satisfaction among teachers: The role of subject matter and other demographic variables. *Heliyon*, 7(6), e07193. <https://doi.org/10.1016/j.heliyon.2021.e07193>
- Saiti, A., & Fassoulis, K. (2012). Job satisfaction: Factor analysis of Greek primary school principals' perceptions. *International Journal of Educational Management*, 26(4), 370-380.

- Sepiriti, S. (2024). Analysis of the contributing factors to teachers' job dissatisfaction in Lesotho secondary schools and the mitigating strategies. *European Journal of Educational Management*, 7(4), 185-198. <https://doi.org/10.12973/eujem.7.4.185>
- Skaalvik, E. M., & Skaalvik, S. (2009). Does school context matter? Relations with teacher burnout and job satisfaction. *Teaching and Teacher Education*, 25(3), 518-524. <https://doi.org/10.1016/j.tate.2008.12.006>
- Skenderidis, P., Leontopoulos, S., Chatzitheodorou, V., & Liopoulos, V. (2024). Technological challenges in teaching courses of agricultural interest in vocational upper secondary schools in Greece. *European Journal of Education Studies*, 11(9), 52-69. <https://doi.org/10.46827/ejes.v11i9.5476>
- Triyono, B., Mohib, N., Kassymova, G., Galeh, P., Adinda, D., & Arpentieva, M. (2020). The profile improvement of vocational school teachers' competencies. *Higher Education in Russia*, 29(2), 151-158.
- Warr, P., Cook, J., & Wall, T. (1979). Scales for the measurement of some work attitudes and aspects of psychological well-being. *Journal of Occupational Psychology*, 52(2), 129-148. <https://doi.org/10.1111/j.2044-8325.1979.tb00448.x>

Views and opinions expressed in this article are the views and opinions of the author(s), International Journal of Education and Practice shall not be responsible or answerable for any loss, damage or liability etc. caused in relation to/arising out of the use of the content.