Investigating the Relationship between Job Burnout and Job Satisfaction among Chinese Generalist Teachers in Rural Primary Schools: A Serial Mediation Model

Wei Chen 1, Shuyi Zhou 2,*, Wen Zheng 1 and Shiyong Wu 3,*

1 School of Education, Huizhou University, Huizhou 516000, China
2 College of Education, Zhejiang University, Hangzhou 310000, China
3 South China Vocational Education Research Centre, South China Normal University, Shanwei 516600, China
* Correspondence: shuyi.zhou@zju.edu.cn (S.Z.); shiyong.wu@m.scnu.edu.cn (S.W.)

Abstract: Background: Job burnout has become a widespread phenomenon in school settings. However, little is known about the mental health condition of the growing cohort of generalist teachers in rural primary schools. Drawing on the job demands–resource model and social exchange theory, this study examines the correlation between job burnout and job satisfaction through perceived organizational support and work engagement. Methods: We recruited 639 Chinese generalist teachers in rural primary schools as the study subjects and developed a serial mediation model to assess the hypothesized construct. The data acquired online via Wenjuanxing Software were confirmed as valid and analyzed with SPSS and SmartPLS. Results: The participants scored above the median in perceived organizational support, work engagement, and job satisfaction, and had scores close to the median for job burnout. Statistically significant differences among the investigated variables were found in gender, age, experience, and degree. Job burnout was negatively predictive of perceived organizational support, work engagement, and job satisfaction (each \( p = 0.000 \)). Perceived organizational support mediated the association between job burnout and work engagement (\( p = 0.000 \)) and the connection between job burnout and job satisfaction (\( p = 0.000 \)), while work engagement mediated the association between job burnout and job satisfaction (\( p = 0.000 \)) and the association between perceived organizational support and job satisfaction (\( p = 0.000 \)). Conclusions: Perceived organizational support and work engagement as two sequential mediators buffered the detrimental impact of job burnout on job satisfaction among Chinese generalist teachers in rural primary schools. Targeted strategies should be implemented to diminish generalist teachers’ feelings of burnout, being unsupported by organizations, disengagement at work, and dissatisfaction with the job.

Keywords: generalist teacher; mental health; occupational health; perceived organizational support; work engagement; work-related well-being

1. Introduction

Job burnout is widely described as “a psychological syndrome of emotional exhaustion, depersonalization, and reduced professional efficacy” [1,2]. Factors contributing to job burnout can be summarized into two interactional forms: organizational and individual [3]. Regarding the organizational factors, employees’ perceived organizational support, mainly from leaders and fellows, has been significantly associated with their feelings of job burnout [4,5]. Concerning the individual factors, employees’ attitudes, and sentiments towards work conditions, such as work engagement and job satisfaction, have also been closely connected with the occurrence of job burnout [6,7].

Perceived organizational support reflects an employee’s viewpoint that their contributions are valued and their benefits are concerned for by their employers [8]. Some burnout studies have disclosed that perceived organizational support contributes to employees’ job burnout in diverse work contexts [9–11]. Conversely, long-term burnout can cause an
employee to feel unsupported, uncared for, and unappreciated by the organization, and could even result in a decrease in loyalty [12]. Work engagement is “a positive, fulfilling, work-related state of mind characterized by vigor, dedication, and absorption” [13]. Highly engaged employees seem to be adept at effectively handling negative emotions caused by job burnout [7]. In turn, job burnout can reduce employees’ engaged work behaviors and consequently lead to work inefficiency and low productivity [14,15]. Job satisfaction is “a pleasurable or positive emotional state resulting from the appraisal of one’s job and job experience” [16], involving three aspects: intrinsic, extrinsic, and general [17]. Several academics have also confirmed that job satisfaction is negatively associated with job burnout [18–21]. Employees with a sense of burnout are usually unsatisfied with the work that they are presently undertaking [22] and have a higher intention of turnover [12].

Job burnout typically occurs among public service workers, such as teachers [6,23,24]. Job burnout not only directly affects teachers’ mental health and job performance [22,25] but also indirectly influences teacher–student relationships and students’ learning outcomes [26]. Prior efforts have revealed the frequency of job burnout in teachers and its deteriorating influence on their perceived organizational support, work engagement, and job satisfaction. For instance, Anomneze et al. [27] argued that perceived organizational support was significantly adversely connected with emotional exhaustion and depersonalization among secondary school teachers in Enugu State, while Xu and Yang [28] illustrated that perceived organizational support was significantly negatively related to all the dimensions of job burnout in teachers at primary and secondary schools in China. Furthermore, Faskhodi [29] revealed a strong negative connection between work engagement and job burnout in teachers teaching English at a private language institute in Tehran, while Hakanen et al. [30] determined that burnout was significantly negatively predictive of work engagement among teachers from elementary, secondary, and vocational schools in Finland. Moreover, Platsidou [25] argued that job dissatisfaction of special teachers in Greece was directly related to their feelings of job burnout, while Skaalvik and Skaalvik [22] highlighted that job satisfaction was closely connected to emotional exhaustion and diminished personal achievement among teachers in Norwegian elementary and middle schools.

In addition, some theoretical and empirical research has acknowledged the interrelationship between job burnout and its correlates. As per social exchange theory (SET) [31,32], perceived organizational support is an essential contributor to job satisfaction. Some scholars have vindicated that employees’ perceptions of organizational support positively predict their levels of job satisfaction [33–35]. Moreover, in line with the job demands–resources (JDR) model [36], when employees perceive sufficient job resources (e.g., organizational support), they are inclined to work enthusiastically and with dedication (e.g., work engagement), and are more likely to be satisfied with their work [37–39]. Additionally, extant studies have shown that work engagement functions as a mediator in the association between organizational support and job satisfaction [40–42].

Existing studies have considerably enhanced our understanding of job burnout and its impacts on individuals’ work-related mental health and well-being. However, these investigators have not yet been incorporated into a synthesized conceptual framework that can recognize organizational and individual factors. Specifically, the interplay between perceived organizational support, work engagement, job satisfaction, and job burnout remains underexplored. More importantly, the cohort of generalist teachers responsible for teaching several disciplines in rural primary schools has not received adequate attention regarding their workload, psychological situation, and career promotion. Compared with their counterparts solely teaching one discipline, a generalist teacher is a more challenging and stressful profession because they have to be able to teach all basic subjects, such as mathematics [43], science [44], music [45], language [46], arts [47], physical education [48], and even dance [49], often to more than one grade level. In addition to broad subject knowledge and skills, they are expected to be equipped with proficient teaching techniques, including information technology, to teach effectively in the classroom. These high requirements may ultimately lead generalist teachers to job dissatisfaction [50] and emotional
stress [51], which might cause job burnout, especially for those who work in rural areas with fewer job resources. This situation may be more prevalent in China. Although China has implemented a series of strategic programs, such as the Rural Revitalization Plan and Health China Plan, to promote rural workers’ material and spiritual life quality and their physical and psychological health, rural generalist teachers’ mental health remains unclear. Therefore, there is a great significance in investigating job burnout and its influence on work-related well-being in populations of generalist teachers, which can provide useful empirical insights into equally distributing educational and medical resources to specific groups for policymakers, administrators, and principals around the world.

This study determined the impact of job burnout on perceived organizational support, work engagement, and job satisfaction, using a mediating mechanism. This study provides insights on how job burnout damages employees’ work-related mental health and how perceived organizational support and work engagement cushions the harmful impact of job burnout on job satisfaction in an instance of Chinese generalist teachers in rural primary schools. It can also enrich the literature on job burnout and job satisfaction and contribute to the addition of theoretical knowledge and research paradigms for the JDR model and SET by integrating external and internal factors.

The following hypotheses were formulated:

**Hypothesis 1 (H1).** Job burnout negatively predicts job satisfaction.

**Hypothesis 2 (H2).** Job burnout negatively predicts perceived organizational support (H2a) and work engagement (H2b).

**Hypothesis 3 (H3).** Perceived organizational support positively predicts job satisfaction.

**Hypothesis 4 (H4).** Work engagement positively predicts job satisfaction.

**Hypothesis 5 (H5).** Perceived organizational support mediates the connection between job burnout and job satisfaction.

**Hypothesis 6 (H6).** Work engagement mediates the connection between job burnout and job satisfaction.

**Hypothesis 7 (H7).** Perceived organizational support and work engagement serially mediate the connection between job burnout and job satisfaction.

The complete posited model is presented in Figure 1.

![Figure 1. Hypothesized research model.](image-url)
2. Materials and Methods

2.1. Participants

Participants consisted of 639 generalist teachers working at rural primary schools situated in the rural areas of Guangdong Province in China. Guangdong Province is a microcosm of China’s unbalanced development, whose urban areas, especially in the Pearl River Delta region, are very developed, whereas its rural areas, especially in the eastern, western, and northern regions, are extremely underdeveloped. The underdeveloped economic and educational conditions in rural areas in Guangdong are similar to those in other provinces in China. Therefore, rural generalist teachers’ mental health conditions in Guangdong can reflect the reality of generalist teachers’ well-being in China and strengthen the understanding of the importance of equal access to educational and medical resources for this vulnerable group in a developing country. All participants enrolled in a workshop funded by the local government and were taught by two authors (S.W. and W.C.) to promote their job skills and work performance. Due to the rarity of the participants and to obtain high-quality data, we produced a research method course to enhance their knowledge and skills about how to conduct a study. Through this specific course, their scientific awareness, research skills, and methodological competency, including how to respond to a questionnaire, have been greatly improved. The survey was designed with Wenjuanxing software, and a visiting link was generated and delivered online via the WeChat discussion group attended by the participants from 13 to 17 December 2021; participants could fill it out whenever and wherever. After the participants had fed back about the survey, the data were gathered, and it was determined whether the responses were random or inconsistent. Benefiting from the good preparation, we confirmed that the data obtained from all the participants were highly valid, and ultimately, 639 participants were involved in this study.

2.2. Measures

2.2.1. Job Burnout Scale

Job burnout was evaluated using the 22-item Chinese version of the Maslach Burnout Inventory—Human Services Survey [1], consisting of three dimensions: emotional exhaustion, depersonalization, and personal accomplishment. Items were asked on a seven-point Likert-type scale, from 0 (never) to 6 (every day). A sample statement is “I feel burned out from my work.” Higher scores on emotional exhaustion, depersonalization, and diminished personal accomplishment reflected a higher risk of burnout. In the present study, Cronbach’s alpha values for the total items, emotional exhaustion, depersonalization, and personal accomplishment were 0.88, 0.93, 0.91, and 0.90, respectively.

2.2.2. Perceived Organizational Support Scale

Perceived organizational support was calculated using the 8-item Chinese short form of the Perceived Organizational Support Scale [8] extracted by Settoon et al. [52]. Responses were ranked on a five-point Likert-type scale (from 1 = strongly disagree to 5 = strongly agree). A sample statement is “My organization cares about my opinions”. Higher scores represented a higher degree of perceived organizational support. In the current study, the Cronbach’s alpha value was 0.86.

2.2.3. Work Engagement Scale

Work engagement was determined using the 17-item Chinese version of the Utrecht Work Engagement Scale (UWES) [7], consisting of three subscales: vigor, dedication, and absorption. Each item was rated on a seven-point Likert-type scale, from 0 (never) to 6 (always). A sample statement is “At my work, I feel like bursting with energy.” Higher scores meant a higher level of work engagement. In the present study, the Cronbach’s alpha value was 0.95.
2.2.4. Job Satisfaction Scale

Job satisfaction was assessed using the 20-item Chinese version of the Minnesota Satisfaction Questionnaire Short Form [17], comprising three facets: intrinsic (12 items), extrinsic (8 items), and general (20 items). Responses were marked on a five-point Likert-type scale, ranging from 1 (not satisfied) to 5 (extremely satisfied). A sample statement is “The opportunities to work alone.” Higher total scores signified higher satisfaction with work. In this study, the Cronbach’s alpha values for the total, intrinsic, and extrinsic aspects were 0.94, 0.90, and 0.88, respectively.

2.3. Data Analysis

We utilized SPSS 25.0 (IBM, New York, NY, USA) and SmartPLS 3.3 (SmartPLS GmbH Company, Oststeinbek, Germany) to analyze the data. We first used Harman’s one-factor test [53] to evaluate the common method variance (CMV). The outcomes indicated that the single-factor extraction alone accounted for 35.23% of the variance, below the 40% requirements. Thus, common method bias did not appear in the present study. The variance inflation factor (VIF) was also employed to examine the multicollinearity issue. The results indicated that all variables did not exceed the cut-off threshold of 5 [54]. Then, descriptive analysis was conducted in SPSS, including means, standard deviations, differences, and correlations. Next, we assessed the psychometric characteristics of the proposed constructs by assessing the measurements’ reliability, convergent validity, and discriminant validity in Smart PLS. To increase the model’s acceptability, we retained the items exceeding the factor loading value of 0.7 for further examination [55]. Consequently, the mediation hypotheses were tested with 5000 bootstrapping subsamples.

2.4. Ethics

This study was approved by the South China Normal University Academic Ethics Committee (Reference Number: 20210003). The ethics approval and informed consent form were supplied to the participants before delivering the questionnaire.

3. Results

3.1. Characteristics of Participants

The participants included 345 women (54%) and 294 men (46%): 8.3% of the participants ranged from 20 to 30 years old; 29.1% from 31 to 40; 49.8% from 41 to 50; and 12.8% were over 50. Years of work experiences spanned from 1 to 5 (8.5%), 6 to 10 (5.0%), 11 to 20 (28.2%), and to over 20 (58.3%) years. Most of the participants (82.2%) had achieved bachelor’s degrees (M.A. = 1.3%, College = 15.2%, and Second vocational school = 1.3%). Participants’ titles of associate professor, senior, primary, and none accounted for 0.2%, 65.5%, 26.2%, and 8.1% of the total, respectively. Most participants (96.4%) signed a long-term contract. Over 90% of the participants worked in public schools (97.8%), compared with private schools (3.6%). More detailed demographical information is provided in Table 1.

3.2. Descriptive Statistics

Table 2 showcases the variables’ minimum, maximum, means, and standard deviations. The average job burnout score of generalist teachers was close to the median, indicating that they had experienced moderately work-related burnout, especially fatigued syndrome due to emotional exhaustion. The average perceived organizational support of generalist teachers was slightly higher than the median, meaning that they perceived sufficient support from their schools. Similarly, the average value of work engagement was also greater than the median, especially in dedication, which indicated that the participants had devoted themselves to the workplace. Meanwhile, generalist teachers felt generally satisfied with their occupations, particularly at the intrinsic level, with assets such as self-decidedness, steadiness, and a sense of fulfillment.
Table 1. Participants’ characteristics.

| Characteristics | Sub-Characteristics | Number | Percentage |
|-----------------|---------------------|--------|------------|
| Gender          | Male                | 294    | 46.0%      |
|                 | Female              | 345    | 54.0%      |
| Age             | 20–30               | 53     | 8.3%       |
|                 | 31–40               | 186    | 29.1%      |
|                 | 41–50               | 318    | 49.8%      |
|                 | Over 50             | 82     | 12.8%      |
| Experience      | 1–5 years           | 54     | 8.5%       |
|                 | 6–10 years          | 32     | 5.0%       |
|                 | 11–20 years         | 180    | 28.2%      |
|                 | Over 20 years       | 373    | 58.3%      |
| Degree          | Master’s            | 8      | 1.3%       |
|                 | Bachelor’s          | 526    | 82.2%      |
|                 | College             | 97     | 15.2%      |
|                 | Second vocational school | 8 | 1.3%     |
| Title           | Associate professor | 1      | 0.2%       |
|                 | Senior              | 419    | 65.5%      |
|                 | Junior              | 167    | 26.2%      |
|                 | None                | 52     | 8.1%       |
| Affiliation     | Public              | 625    | 97.8%      |
|                 | Private             | 14     | 2.2%       |
| Contract        | Long-term           | 616    | 96.4%      |
|                 | Fixed-term          | 23     | 3.6%       |

Table 2. Minimum, maximum, mean, and standard deviation of variables and sub-variables.

| Variables                      | Minimum | Maximum | Average | Standard Deviation |
|--------------------------------|---------|---------|---------|--------------------|
| Job burnout                    | 0.60    | 5.87    | 2.22    | 0.98               |
| Emotional exhaustion           | 1.00    | 7.00    | 3.13    | 1.34               |
| Depersonalization              | 1.00    | 7.00    | 2.00    | 1.22               |
| Low personal accomplishment    | 0.00    | 6.00    | 1.60    | 1.41               |
| Perceived organizational support| 1.25  | 5.00    | 3.63    | 0.59               |
| Work engagement                | 2.00    | 7.00    | 5.39    | 0.92               |
| Activity                       | 2.00    | 7.00    | 5.36    | 0.94               |
| Dedication                     | 2.00    | 7.00    | 5.68    | 1.05               |
| Absorption                     | 2.00    | 7.00    | 5.18    | 1.05               |
| Job satisfaction               | 2.15    | 5.00    | 3.71    | 0.51               |
| Intrinsic satisfaction         | 2.33    | 5.00    | 3.80    | 0.51               |
| Extrinsic satisfaction         | 1.63    | 5.00    | 3.58    | 0.58               |

Table 3 presents the notable differences between gender, age, experience, and degree. Concerning gender differences, male participants registered significantly higher scores in job burnout ($p < 0.001$). In contrast, female participants scored more highly in perceived organizational support, work engagement, and job satisfaction than males, but only exhibited remarkable distinctions in the two former variables ($p < 0.05$). In terms of age differences, participants aged from 31 to 40 had the highest scores for perceived organizational support, work engagement, and job satisfaction, whereas the youngest participants, between 20 and 30, had the highest scores for job burnout. The differences among these four variables were all significant ($p < 0.001, 0.001, 0.01, and 0.001$, respectively). For experience, generalist teachers who were in their early careers obtained the highest score for job burnout, whereas participants with 6 to 10 years’ work experience scored the highest in perceived organiza-
tional support and job satisfaction, and those who had over 20 years’ experience gained the highest scores for work engagement. All the variables yielded statistically significant differences ($p < 0.001, 0.001, 0.05,$ and $0.05,$ respectively). Regarding educational level, participants with master’s degrees scored the highest for all the variables, but significant differences were only identified for job satisfaction ($p < 0.05$). No significant differences were discovered among the other control variables.

3.3. Correlation Analysis

Table 4 shows the mutual correlations between the variables and sub-variables and the scales’ Cronbach’s alpha values. All the dimensions were strikingly interconnected with each other. Job burnout and its three components were negatively and significantly associated with the other variables ($p < 0.01$). The correlations were positive and significant between perceived organizational support, work engagement, and job satisfaction ($p < 0.01$). Notably, job satisfaction was strongly associated with perceived organizational support and work engagement ($r > 0.5, p < 0.01$), and moderately related to job burnout and its sub-variables ($0.3 < r < 0.5, p < 0.01$) [56]. The three dimensions of work engagement were strong predictors, and the two dimensions of job satisfaction were also powerfully predictive. However, although all the dimensions of job burnout were strongly related to job burnout, the low personal accomplishment was weakly related to emotional exhaustion and depersonalization. This outcome vindicated the assumption that inefficacy is weakly linked to exhaustion and cynicism [1,6,57].

3.4. Measurement Model Test

The measurement model was measured using four parameters: factor loadings, composite reliability (CR), Cronbach’s alpha, and average variance extracted (AVE) [58]. Following MacCallum et al. [59,60], an item factor loading value over 0.60 was considered a feasible solution, and all extracted items met the requirements. The CR and Cronbach’s alpha values should meet the rules of thumb over 0.7, and the AVE threshold should be over 0.5 [61]. As shown in Table 5, Cronbach’s alpha values of constructs varied from 0.85 to 0.95, and the composite reliabilities varied from 0.90 to 0.96. All the AVE values also exceeded the 0.5 requirements. Thereby, the modified outer model displayed appropriate convergent validity.

Discriminant validity was also a crucial criterion for determining the outer model’s adequacy. SmartPLS 3.3 applies the heterotrait–monotrait (HTMT) ratio of construct correlations to test discriminant validity. The results in Table 6 manifested that none of the HTMT ratios between the two latent variables exceeded the suggested value of 0.85 [62]. Therefore, each construct was judged legitimate and divergent from the others.

3.5. Structural Model Test

The structural model was evaluated using three parameters: the goodness of fit (GoF) indices, path coefficient, and $t$-value. The GoF criteria consisted of the standardized root-mean-square residual (SRMR) [63], squared Euclidean distance ($d_{ULS}$), geodesic distance ($d_G$) [64], normed fit index (NFI) [65], and root-mean-squared residual covariance ($RMS_{\text{theta}}$) [66]. The results in Table 7 illustrated that the model fit for the proposed structural model was satisfactory.

As recommended by Chin [67], the value of the path coefficient should be higher than 0.2, and its related $t$-statistics value should be above 1.96. As depicted in Table 8 and Figure 2, both the total direct effect ($\beta = -0.36, t = -8.87, p = 0.000$) and the overall indirect effect ($\beta = -0.26, t = -8.75, p = 0.000$) were negatively significant, indicating that the hypothesized construct was statistically valid.
Table 3. Significant differences in gender, age, experience, and degree.

| Variables | Gender | Age (Years) | Experience (Years) | Degree |
|-----------|--------|-------------|--------------------|--------|
|           | Male (n = 294) | Female (n = 345) | t | Sig. | 20–30 (n = 53) | 31–40 (n = 186) | 41–50 (n = 318) | 50 above (n = 82) | F | Sig. | 1–5 (n = 54) | 6–10 (n = 32) | 11–20 (n = 100) | 20 above (n = 373) | F | Sig. |
|           | M | SD | M | SD | M | SD | M | SD | M | SD | M | SD | M | SD | M | SD | M | SD | M | SD | M | SD | M | SD |
| JB | 2.37 | 1.01 | 2.08 | 0.93 | 3.73 | 0.00 *** | 2.91 | 0.88 | 2.17 | 0.98 | 2.13 | 0.94 | 2.21 | 1.00 | 10.46 | 0.00 *** | 2.85 | 0.94 | 2.34 | 0.91 | 2.16 | 0.96 | 2.14 | 0.96 | 8.88 | 0.00 *** | 2.58 | 1.39 | 2.20 | 0.96 | 2.22 | 1.04 | 2.57 | 0.77 | 0.76 | 0.52 |
| POS | 3.57 | 0.61 | 3.69 | 0.57 | −2.50 | 0.01 * | 3.52 | 0.57 | 3.78 | 0.63 | 3.61 | 0.55 | 3.46 | 0.59 | 7.01 | 0.00 *** | 3.50 | 0.60 | 3.82 | 0.63 | 3.71 | 0.60 | 3.60 | 0.57 | 3.63 | 0.00 *** | 3.86 | 0.60 | 3.65 | 0.58 | 3.52 | 0.64 | 3.39 | 0.82 | 2.31 | 0.08 |
| WE | 5.29 | 0.93 | 5.48 | 0.91 | −2.57 | 0.01 * | 4.84 | 0.73 | 5.44 | 0.92 | 5.44 | 0.93 | 5.43 | 0.92 | 7.01 | 0.00 *** | 4.87 | 0.78 | 5.35 | 0.77 | 5.41 | 0.98 | 5.45 | 0.91 | 6.42 | 0.02 * | 5.73 | 1.20 | 5.39 | 0.90 | 5.37 | 1.00 | 4.93 | 1.05 | 1.02 | 0.29 |
| JS | 3.71 | 0.53 | 3.72 | 0.48 | −0.35 | 0.73 | 3.48 | 0.52 | 3.77 | 0.53 | 3.73 | 0.48 | 3.69 | 0.51 | 4.50 | 0.00 *** | 3.51 | 0.55 | 3.76 | 0.48 | 3.72 | 0.53 | 3.74 | 0.48 | 3.30 | 0.01 * | 4.14 | 0.69 | 3.72 | 0.49 | 3.68 | 0.56 | 3.38 | 0.57 | 3.29 | 0.02 * |

* p < 0.05, ** p < 0.01, *** p < 0.001; JB: job burnout, POS: perceived organizational support, WE: work engagement, JS: job satisfaction, SVS: secondary vocational school, n: number, M: mean, SD: standard deviation.

Table 4. Bivariate correlations.

| Variables | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----------|---|---|---|---|---|---|---|---|---|----|----|----|
| 1. Job burnout | (0.88) | | | | | | | | | | |
| 2. Emotional Exhaustion | 0.73 ** | (0.90) | | | | | | | | | |
| 3. Depersonalization | 0.77 ** | 0.65 ** | (0.91) | | | | | | | | |
| 4. Low personal accomplishment | 0.71 ** | 0.11 ** | 0.24 ** | (0.90) | | | | | | | |
| 5. Perceived organizational support | −0.35 ** | −0.28 ** | −0.29 ** | −0.22 ** | (0.85) | | | | | | |
| 6. Work engagement | −0.49 ** | −0.29 ** | −0.30 ** | −0.45 ** | 0.38 ** | (0.95) | | | | | |
| 7. Activity | −0.44 ** | −0.28 ** | −0.25 ** | −0.40 ** | 0.37 ** | 0.92 ** | (0.88) | | | | |
| 8. Dedication | −0.49 ** | −0.29 ** | −0.36 ** | −0.41 ** | 0.41 ** | 0.90 ** | 0.76 ** | (0.91) | | | |
| 9. Absorption | −0.43 ** | −0.23 ** | −0.24 ** | −0.42 ** | 0.27 ** | 0.92 ** | 0.76 ** | 0.74 ** | (0.90) | | | |
| 10. Job satisfaction | −0.46 ** | −0.33 ** | −0.32 ** | −0.35 ** | 0.63 ** | 0.65 ** | 0.58 ** | 0.61 ** | 0.59 ** | (0.94) | | |
| 11. Intrinsic satisfaction | −0.48 ** | −0.30 ** | −0.31 ** | −0.41 ** | 0.56 ** | 0.68 ** | 0.61 ** | 0.63 ** | 0.96 ** | (0.91) | | |
| 12. Extrinsic satisfaction | −0.38 ** | −0.33 ** | −0.29 ** | −0.24 ** | 0.64 ** | 0.52 ** | 0.45 ** | 0.51 ** | 0.45 ** | 0.92 ** | 0.77 ** | (0.88) |

** p < 0.01; Cronbach’s alpha values are listed in parentheses diagonally. The numbers 1 to 12 in the first line refer to the variables with the same digits in the first column.
### Table 5. Results of measurement model test.

| Constructs                     | Items                                | Factor Loading | Cronbach | Composite Reliability | Average Variance Extracted |
|--------------------------------|--------------------------------------|----------------|----------|------------------------|----------------------------|
| Job burnout                    | Emotional exhaustion 5               | 0.80           |          |                        |                            |
|                                | Depersonalization 6                  | 0.87           |          |                        |                            |
|                                | Depersonalization 7                  | 0.88           | 0.85     | 0.90                   | 0.64                       |
|                                | Depersonalization 8                  | 0.82           |          |                        |                            |
|                                | Lack of Personal Accomplishment 13   | 0.61           |          |                        |                            |
| Perceived organizational support| Perceived organizational support 1   | 0.83           |          |                        |                            |
|                                | Perceived organizational support 2   | 0.84           |          |                        |                            |
|                                | Perceived organizational support 3   | 0.84           | 0.87     | 0.90                   | 0.65                       |
|                                | Perceived organizational support 6   | 0.76           |          |                        |                            |
|                                | Perceived organizational support 8   | 0.78           |          |                        |                            |
| Work engagement                | Activity 1                           | 0.74           |          |                        |                            |
|                                | Activity 2                           | 0.79           |          |                        |                            |
|                                | Activity 3                           | 0.76           |          |                        |                            |
|                                | Activity 5                           | 0.71           |          |                        |                            |
|                                | Dedication 7                         | 0.82           |          |                        |                            |
|                                | Dedication 8                         | 0.83           |          |                        |                            |
|                                | Dedication 9                         | 0.83           |          |                        |                            |
|                                | Dedication 10                        | 0.81           | 0.95     | 0.96                   | 0.59                       |
|                                | Dedication 11                        |                |          |                        |                            |
|                                | Absorption 12                        | 0.76           |          |                        |                            |
|                                | Absorption 13                        | 0.73           |          |                        |                            |
|                                | Absorption 14                        | 0.75           |          |                        |                            |
|                                | Absorption 15                        | 0.83           |          |                        |                            |
|                                | Absorption 16                        | 0.72           |          |                        |                            |
|                                | Absorption 17                        | 0.72           |          |                        |                            |
| Job satisfaction               | Intrinsic 11                         | 0.75           |          |                        |                            |
|                                | Intrinsic 15                         | 0.80           |          |                        |                            |
|                                | Intrinsic 16                         | 0.80           |          |                        |                            |
|                                | Intrinsic 20                         | 0.77           |          |                        |                            |
|                                | Extrinsic 5                          | 0.81           | 0.92     | 0.93                   | 0.63                       |
|                                | Extrinsic 6                          | 0.79           |          |                        |                            |
|                                | Extrinsic 12                         | 0.84           |          |                        |                            |
|                                | Extrinsic 19                         | 0.78           |          |                        |                            |

### Table 6. Heterotrait–monotrait (HTMT) discrimination validity.

| Variables                          | 1         | 2         | 3         |
|------------------------------------|-----------|-----------|-----------|
| 1. Job burnout                     | –         |           |           |
| 2. Perceived organizational support| 0.30      | –         |           |
| 3. Work engagement                 | 0.43      | 0.51      | –         |
| 4. Job satisfaction                | 0.39      | 0.81      | 0.62      |

### Table 7. Fit indices of the structural model.

| Fit Index                         | SRMR | d_ULS | d_G | NFI  | RMS_theta  |
|-----------------------------------|------|-------|-----|------|------------|
| Proposed value                    | <0.10| >0.05 | >0.05| >0.80| <0.12      |
| Estimated value                   | 0.07 | 2.54  | 0.72| 0.83 | 0.11       |

SRMR: standardized root-mean-square residual, d_ULS: squared Euclidean distance, d_G: geodesic distance, NFI: normed fit index, RMS_theta: root-mean-squared residual covariance.
Table 8. Results of the hypothesis test.

| Hypotheses | Path                  | β  | t    | Decision |
|------------|-----------------------|----|------|----------|
| H1         | JB → JS               | −0.09 | −3.04*** | Supported |
| H2a        | JB → POS              | −0.27 | −6.48*** | Supported |
| H2b        | JB → WE               | −0.31 | −8.10*** | Supported |
| H3         | POS → JS              | 0.57  | 18.89*** | Supported |
| H4         | WE → JS               | 0.27  | 8.16***  | Supported |
| H5         | JB → POS → JS         | −0.15 | −6.21*** | Supported |
| H6         | JB → WE → JS          | −0.09 | −5.70*** | Supported |
| H7         | JB → POS → WE → JS    | −0.03 | −4.77*** | Supported |
| Total effect|                      | −0.36 | −8.87*** | Supported |
| Total indirect effect|                | −0.26 | −8.75*** | Supported |

*** p < 0.001; POS: perceived organizational support, WE: work engagement, JS: job satisfaction, JB: job burnout.

In the direct paths, job burnout significantly and adversely predicted job satisfaction ($β = −0.09, t = −3.04, p = 0.000$), fully endorsing Hypothesis 1. Moreover, perceived organizational support ($β = −0.27, t = −6.48, p = 0.000$) and work engagement ($β = −0.31, t = −8.10, p = 0.000$) were also negatively predicted by job burnout, totally supporting Hypotheses 2a and 2b. Furthermore, perceived organizational support had a positively significantly predicting effect on job satisfaction ($β = 0.57, t = 18.89, p = 0.000$). Similarly, work engagement also positively and significantly predicted job satisfaction ($β = 0.27, t = 8.16, p = 0.000$). Therefore, Hypotheses 3 and 4 were also entirely supported.

In the indirect paths, the total effects were negatively significant for the JB → POS → JS path ($β = −0.15, t = −6.21, p = 0.000$), demonstrating that perceived organizational support mediated the connection between job burnout and job satisfaction. Similarly, the path for JB → WE → JS ($β = −0.09, t = −5.70, p = 0.000$) was also negatively significant, indicating that work engagement also worked as a mediator in the association between job burnout and job satisfaction. Furthermore, the serial path for JB → POS → WE → JS ($β = −0.03, t = −4.77, p = 0.000$) was also negatively significant, which confirmed the mediating buffering role of perceived organizational support and work engagement in the association between job burnout and job satisfaction. Therefore, Hypotheses 5–7 were proven entirely.

Figure 2. Mediation test. *** p < 0.001.

4. Discussion

This study assessed the function of perceived organizational support and work engagement as sequential mediators in the link between job burnout and job satisfaction among Chinese generalist teachers in rural primary schools. Participants’ overall averages were above the median, indicating that they were highly cared for by their institutions, effectively engaged in their work tasks, and quite satisfied with their work conditions. However, participants also had a moderate feeling of burnout due to multiple workloads. These findings are aligned with the conclusion that generalist teachers teaching physical
education experienced a high level of engagement and enjoyment with their work when perceiving and receiving resource support packages from the organization, such as professional promotion programs [68]. The results also coincide with previous findings indicating that teachers suffered high rates of job burnout [26,30], especially for emotional exhaustion and depersonalization [27]. Therefore, it can be asserted that job burnout is prevalent among teachers across disciplines and cultures.

Furthermore, the difference analysis results revealed that the groups who are male, 20–30 years old, or have 1–5 years of work experience had significantly higher rates of burnout than their counterparts, likened to the empirical findings of Saloviita and Pakarinen [69] that male special teachers expressed higher levels of depersonalization and lower levels of accomplishment than females. These results are also coherent with the results of Antoniou et al. [70] and Brunsting et al. [71] that younger teachers felt more exhausted than their experienced peers. However, these outcomes are incongruent with prior burnout studies that female or older teachers usually encountered a higher risk of exhaustion than males or younger teachers [72,73]. The results are also unlike the findings of Raducu and Stanculescu [74], that gender does not significantly impact teachers’ job burnout. This result indicated that generalist teachers struggling in their early careers were more prone to experiencing burnout. Therefore, more work-related resources and support should be allocated to generalist teachers to facilitate their perceived organizational support and work engagement and ameliorate their job burnout.

In addition, the results displayed close links between job burnout, perceived organizational support, work engagement, and job satisfaction among Chinese generalist teachers in rural primary schools. The specific interactions between the four investigated variables are detailed in the following subsections.

4.1. The effect of Job Burnout on Job Satisfaction

This study found that job burnout had a strongly negative connection with job satisfaction and could significantly and negatively predict job satisfaction. This result indicates that Chinese generalist teachers with higher levels of job burnout have lower degrees of job satisfaction.

This result supports the precedent assumption that job burnout and job dissatisfaction are closely associated [6,25]. Maslach, Schaufeli, and Leiter [6] stated that a drop in job satisfaction could be attributed to an increase in job burnout. When feeling tired of daily work and stressed about effectively accomplishing work targets, employees are at a greater risk of experiencing burnout, which can consequently reduce their satisfaction with work. Conversely, employees with high energy and enjoyment are rarely dissatisfied with their occupation. This study also found that generalist teachers with a low level of job burnout had high job satisfaction. This result also supports the empirical findings of Skaalvik and Skaalvik [22], who highlighted that teachers’ job dissatisfaction was indirectly linked to emotional exhaustion and reduced personal accomplishment. Underlying these findings, it can be legitimated that job burnout is a critical predictor of job satisfaction which should be acknowledged when boosting levels of job satisfaction among generalist teachers. Therefore, stakeholders, such as policymakers and school administrators, should reduce generalist teachers’ work stress by distributing fewer work tasks, empowering more teaching autonomy, or creating closer school contact to decrease their feelings of burnout and ultimately promote their job satisfaction.

4.2. The Mediation Role of Perceived Organizational Support

The results showcased that perceived organizational support was negatively connected with job burnout but positively connected with job satisfaction, and could function as a mediator buffering the relationship between job burnout and job satisfaction among Chinese generalist teachers in rural primary schools.

These results are coherent with previous theoretical arguments [8,75]: a lack of organizational support contributes to employees’ job burnout, and its absence can lower
the levels of job satisfaction. Consistent with the JDR model [4], the support offered by organizational leaders and fellows can mitigate employees’ feelings of job burnout and promote their job satisfaction [76,77]. When perceiving necessary resources and desirable support, employees can provoke more positive strategies to cope with job demands and subsequently feel less exhausted about repetitive tasks [78]. Conversely, without sufficient organizational support, employees’ feelings of burnout might be enhanced, and their job dissatisfaction might increase [79]. In this study, our data also showed that Chinese generalist teachers perceiving greater organizational support had a lower level of job burnout and a greater level of job satisfaction. These results correspond to the study by Um and Harrison [80], that directors’ support moderates the relationship between job burnout and job dissatisfaction. It is also in line with the finding of Hombrados-Mendieta and Cosano-Rivas [81], that social workers’ perceptions of workplace support as a mediator decreases the negative effect of job burnout on job satisfaction. In addition, our findings support the empirical studies of Molero Jurado et al. [82] and Trinidad [83], that teachers’ perceptions of support in the educational context mediated the impact of job burnout on job satisfaction. Therefore, it can be concluded that perceived organizational support exerts protection against job burnout and is a precursor to job satisfaction.

Based on these findings mentioned above, some targeted initiatives focusing on promoting generalist teachers’ perceived organizational support should be taken to reduce the negative impact of job burnout on job satisfaction. The first feasible strategy is to provide ample material support, such as a high salary, comfortable facilities, and position promotion. Another practicable strategy is to offer desired psychological support, such as value recognition, cultural diversity, and well-being care. When generalist teachers perceive that their contributions are highly appreciated by their affiliated schools, they are more likely to overcome feelings of burnout and heighten their levels of job satisfaction.

4.3. The Mediating Role of Work Engagement

This study revealed that work engagement had a significantly negative relationship with job burnout and a positive relationship with job satisfaction; namely, work engagement mediated the association between job burnout and job satisfaction among Chinese generalist teachers in rural primary schools.

The results further confirm the argument that job burnout is opposite to work engagement [6,7]. According to the JDR model, the components of job-related well-being, such as job burnout, work engagement, and job satisfaction, are mutually related. On the one hand, high job demands can induce burnout, which reciprocally results in work disengagement and negative organizational outcomes (e.g., job dissatisfaction). On the other hand, abundant job resources can drive energetic work behavior, which, in turn, reduces mental unhealth (e.g., job burnout) and increases job satisfaction [4,13,36]. Specifically, vigor and dedication of work engagement dimensions are the opposite pool of exhaustion and cynicism of burnout dimensions, respectively. At the same time, work engagement is also the antecedent of job satisfaction [7,84]. In this study, the data also revealed that more engaged generalist teachers had lower levels of job burnout and greater job satisfaction. This outcome also aligns with the empirical results of Hakanen, Bakker, and Schaufeli [30], who reported that teachers’ burnout could negatively predict their work engagement. In addition, Chan et al. [85] summarized that engaged teachers were more satisfied with their work conditions. Therefore, it can be speculated that work engagement has a protective effect against the negative consequence of job burnout and buffer the deteriorating impact of job burnout on job satisfaction among Chinese generalist teachers.

Underpinning these findings, some insightful suggestions concentrating on strengthening generalist teachers’ work engagement might be considered to eliminate the harmful effect of job burnout on job satisfaction. The first possible way is to facilitate teachers’ self-confidence in achieving teaching assignments. According to Bandura’s self-efficacy theory [86], once teachers believe in effectively accomplishing their work tasks, they will positively engage in their work role with energy and vigor. Another informative strat-
egy is to provide professional mentoring and colleague-based guidance, such as training teaching skills and building inexperienced–experienced teaching teams. These measures will be beneficial to generalist teachers for motivating their work attitude and organizational commitment, which, in turn, prevents them from job burnout and fosters their job satisfaction.

4.4. The Serial Mediating Role of Perceived Organizational Support and Work Engagement

The results also indicated that perceived organizational support mediated the relationship between job burnout and work engagement, and that work engagement mediated the association between perceived organizational support and job satisfaction; i.e., there was an occurrence of a serial mediation of perceived organizational support and work engagement in the relationship between job burnout and job satisfaction.

These results are familiar with the SET [31,32], which proposes that employees who perceive support from supervisors and peers tend to reciprocatively embed into their work and develop adherence to their organization, resulting in satisfaction with their occupation. In contrast, feeling unsupported might spark disengagement in work behavior and dissatisfaction with the job [79]. This result is also likened to the practical findings which documented that feeling assisted by the organization in autonomy, competency, and relatedness can mobilize generalist teachers to engage in the subject and satisfy the work situation [68,87]. More importantly, the results provide solid evidence to the JDR model through the sequential mediating role of perceived organizational support and work engagement in the association between job burnout and job satisfaction. As posited by Orgambide and colleagues [88,89], work engagement mediates the link between job resources (e.g., leader support) and organizational outcomes (e.g., job satisfaction). At the same time, job resources (e.g., organizational support) also protect employees from deteriorating job demands (e.g., job burnout), motivate employees’ work productivity, and consequently increase their levels of job satisfaction through a mediation process [35,84,90]. Therefore, it is rational that the negative impact of job burnout on job satisfaction can be gradually lowered through the chain mediating path of perceived organizational support and work engagement among Chinese generalist teachers.

Based on these findings, the importance of job burnout interventions is to provide a variety of organizational support, because limited job resources are directly linked to job burnout and indirectly related to work disengagement [30]. Chinese generalist teachers who perceive receiving more organizational support are prone to performing with more engagement and are more inclined to be satisfied with work and feel less exhausted confronting heavy workloads. In addition to the supportive strategies mentioned above regarding the institutional and individual levels, the national policy support is also essential for generalist teachers to boost their work-related well-being, such as implementing the rural generalist teacher cultivation program in several appointed universities to train high-level talents who can adapt to the educational context in the rural areas.

5. Limitations and Future Directions

This study undoubtedly has limitations. Firstly, the current study utilized a self-reporting questionnaire to collect data, which might raise issues of social desirability bias. Therefore, despite the common psychological syndrome among Chinese generalist teachers, the causality should be treated with caution. Future studies should adopt additional strategies to avoid this bias, such as inserting bogus items or adding a simple self-reporting honest item. Secondly, this study applied a convenience sampling method that recruited respondents in a specific workshop in one developed province, which might weaken the sample’s representativeness and restrict the generalizability of the findings. Therefore, future studies should extend the sample size by covering diverse regions and schools, especially in underdeveloped areas, to obtain more statistically robust results. Additionally, because the data were collected during the COVID-19 pandemic, the environmental stress resulting from social lockdown and school closure may have further deteriorated partici-
pants’ work-related well-being. Therefore, they might have chosen a more negative option than their actual feelings when answering the questionnaire. Therefore, future studies could conduct longitudinal research to compare the results with this study and ultimately determine their real mental health conditions.

6. Conclusions

Drawing on the JDR model and SET, this study investigated the sequential mediating role of perceived organizational support and work engagement in the relationship between job burnout and job satisfaction among Chinese generalist teachers in rural primary schools. The results revealed that job burnout negatively predicted job satisfaction, perceived organizational support, and work engagement, whereas perceived organizational support, work engagement, and job satisfaction were positively related. The results also demonstrated that perceived organizational support as a mediator buffered the negative impact of job burnout on job satisfaction and work engagement. Similarly, work engagement also acted as a mediator, protecting the negative effect of job burnout on job satisfaction, and mediating the positive link between perceived organizational support and job satisfaction. Therefore, the serial mediation model of perceived organizational support and work engagement on the association between job burnout and job satisfaction in Chinese generalist teachers in rural primary schools was entirely validated. These empirical results enrich the current literature on individual work-related well-being in the specific populations of generalist teachers in the school context by integrating organizational and individual factors into the JDR model and SET. This study also provides insights into how to offer generalist teachers the diverse and dynamic support they require, promote their engagement at work, accelerate their satisfaction with their job, and ultimately prevent their burnout by giving them more opportunities to enhance their professional competency and offering more flexible psychological guidance. This study could be further improved by optimizing the research design and enlarging the sample size and diversity to enhance the generalization of the results.

Author Contributions: S.W. was the project PI. The questionnaire was conducted by S.W. and S.Z. The data were gathered by S.W. and W.Z. and analyzed by S.W., W.C. and W.Z. The interpretation of the results and the formulation of the tables and figures were performed by S.W. and W.C. The initial version was written by W.C., S.Z. and S.W. and the final manuscript was reviewed by S.W. and S.Z. The funding was acquired by S.W. All authors have read and agreed to the published version of the manuscript.

Funding: This research was funded by Guangdong Basic and Applied Basic Research Foundation, for the study entitled “Factors influencing job burnout and its mechanism among generalist teachers in primary schools in Guangdong Province”, Guangdong Teaching Reform Fund, grant number 202129, and Guangzhou Research Promotion Program, grant number 2021ZDJ5076.

Institutional Review Board Statement: The study was authorized by the South China Normal University Academic Ethics Committee (reference number 20210003).

Informed Consent Statement: Written informed consent was obtained from all the participants involved in the study.

Data Availability Statement: The data supporting the results of this study are available from the corresponding author upon reasonable request.

Acknowledgments: The authors are grateful for the reviewers’ helpful recommendations.

Conflicts of Interest: The authors claim no conflict of interest.

References
1. Maslach, C.; Jackson, S.E. The measurement of experienced burnout. J. Organ. Behav. 1981, 2, 99–113. [CrossRef]
2. Maslach, C. Burnout: A multidimensional perspective. In Professional Burnout: Recent Developments in Theory and Research; Series in Applied Psychology: Social Issues and Questions; Taylor & Francis: Philadelphia, PA, USA, 1993; pp. 19–32.
3. Green, A.E.; Albanese, B.J.; Shapiro, N.M.; Aarons, G.A. The roles of individual and organizational factors in burnout among community-based mental health service providers. Psychiatr. Serv. 2014, 11, 41–49. [CrossRef] [PubMed]

4. Demerouti, E.; Bakker, A.B.; Nachreiner, F.; Schaufeli, W.B. The job demands-resources model of burnout. J. Appl. Psychol. 2001, 86, 499–512. [CrossRef]

5. Lasalvia, A.; Bonetto, C.; Bertani, M.; Bissoli, S.; Cristofalo, D.; Marrella, G.; Ceccato, E.; Cremonese, C.; De Rossi, M.; Lazzarotto, L.; et al. Influence of perceived organisational factors on job burnout: Survey of community mental health staff. Br. J. Psychiatry 2009, 195, 537–544. [CrossRef] [PubMed]

6. Maslach, C.; Schaufeli, W.B.; Leiter, M.P. Job burnout. Annu. Rev. Psychol. 2001, 52, 397–422. [CrossRef] [PubMed]

7. Schaufeli, W.; Salanova, M.; González-romá, V.; Bakker, A. The Measurement of Engagement and Burnout: A Two Sample Confirmatory Factor Analytic Approach. J. Happiness Stud. 2002, 3, 71–92. [CrossRef]

8. Eisenberger, R.; Huntington, R.; Hutchison, S.; Sowa, D. Perceived organizational support. J. Appl. Psychol. 1986, 71, 500–507. [CrossRef]

9. Özýer, K.; Berk, A.; Polatc, S. Does the Perceived Organizational Support Reduce Burnout? A Survey on Turkish Health Sector. Int. J. Bus. Adm. Manag. Res. 2016, 2, 22–27.

10. Zeng, X.; Zhang, X.; Chen, M.; Liu, J.; Wu, C. The Influence of Perceived Organizational Support on Police Job Burnout: A Moderated Mediation Model. Front. Psychol. 2020, 11, 948. [CrossRef]

11. Altamimi, F.A.; Alsubaie, S.S.; Nasaani, A.A. Why So Cynical? The Effect of Job Burnout as a Mediator on the Relationship Between Perceived Organizational Support and Organizational Cynicism. Eur. J. Bus. Manag. 2021, 13, 32–43. [CrossRef]

12. Aslam, M.S.; Safdar, U. The Influence of Job Burnout on Intention to Stay in the Organization: Mediating Role of Affective Commitment. J. Basic Appl. Sci. Res. 2012, 2, 4016–4025.

13. Bakker, A.B.; Schaufeli, W.B.; Taris, T.W. Work engagement: An emerging concept in occupational health psychology. Work Stress 2008, 22, 187–200. [CrossRef]

14. Dewa, C.S.; Loong, D.; Bonato, S.; Thanh, N.X.; Jacobs, P. How does burnout affect physician productivity? A systematic literature review. BMC Health Serv. Res. 2014, 14, 325–335. [CrossRef]

15. Sun, X.; Zhang, L.; Zhang, C.; Liu, J.; Ge, H. The status of job burnout and its influence on the working ability of copper-nickel miners in Xinjiang, China. BMC Public Health 2020, 20, 305. [CrossRef]

16. Locke, E.A. The nature and causes of job satisfaction. In Handbook of Industrial & Organizational Psychology; Dunnette, M.C., Ed.; Rand McNally: Chicago, IL, USA, 1976; pp. 1279–1349.

17. Weiss, D.J.; Dawis, R.V.; England, G.W. Manual for the Minnesota Satisfaction Questionnaire. Minn. Stud. Vocat. Rehabil. 1967, 22, 120.

18. Blaauw, D.; Ditlopo, P.; Maseko, F.; Chirwa, M.; Mwisongo, A.; Bidwell, P.; Thomas, S.; Normand, C. Comparing the job satisfaction and intention to leave of different categories of health workers in Tanzania, Malawi, and South Africa. Glob. Health Action 2013, 6, 19287. [CrossRef]

19. Dolan, S.N. The relationship between burnout and job satisfaction in nurses. J. Adv. Nurs. 1987, 12, 3–12. [CrossRef] [PubMed]

20. Rouleau, D.; Fournier, P.; Philibert, A.; Mbengue, B.; Dumont, A. The effects of midwives’ job satisfaction on burnout, intention to quit and turnover: A longitudinal study in Senegal. Hum. Resour. Health 2012, 10, 9. [CrossRef]

21. Wang, H.; Jin, Y.; Wang, D.; Zhao, S.; Sang, X.; Yuan, B. Job satisfaction, burnout, and turnover intention among primary care providers in rural China: Results from structural equation modeling. BMC Fam. Pract. 2020, 21, 12. [CrossRef]

22. Skaalvik, E.M.; Skaalvik, S. Does school context matter? Relations with teacher burnout and job satisfaction. Teach. Teach. Educ. 2009, 25, 518–524. [CrossRef]

23. Jennett, H.K.; Harris, S.L.; Mesibov, G.B. Commitment to Philosophy, Teacher Efficacy, and Burnout Among Teachers of Children with Autism. J. Autism Dev. Disord. 2003, 33, 583–593. [CrossRef] [PubMed]

24. Zhao, W.; Xiao, X.; Li, Q.; Jiang, W.; Ding, W. The Relationship Between Teacher Job Stress and Burnout: A Moderated Mediation Model. Front. Psychol. 2021, 12, 784243. [CrossRef] [PubMed]

25. Platsidou, M. Trait Emotional Intelligence of Greek Special Education Teachers in Relation to Burnout and Job Satisfaction. Sch. Psychol. Int. 2010, 31, 60–76. [CrossRef]

26. Yu, X.; Wang, P.; Zhai, X.; Dai, H.; Yang, Q. The Effect of Work Stress on Job Burnout Among Teachers: The Mediating Role of Self-efficacy. Soc. Indic. Res. 2014, 122, 701–708. [CrossRef]

27. Anomneze, E.A.; Ugwu, D.I.; Enwereuzor, I.K.; Ugwu, I.I. Teachers’ Emotional Labour and Burnout: Does Perceived Organizational Support Matter? Asian Soc. Sci. 2016, 12, 9–22. [CrossRef]

28. Xu, Z.; Yang, F. The impact of perceived organizational support on the relationship between job stress and burnout: A mediating or moderating role? Curr. Psychol. 2018, 40, 402–413. [CrossRef]

29. Fashkodi, A.A. Dimensions of Work Engagement and Teacher Burnout: A Study of Relations among Iranian EFL Teachers. Aust. J. Teach. Educ. 2018, 43, 78–93. [CrossRef]

30. Hakkenen, J.J.; Bakker, A.B.; Schaufeli, W.B. Burnout and work engagement among teachers. J. Sch. Psychol. 2006, 43, 495–513. [CrossRef]

31. Blau, P. Exchange and Power in Social Life; Wiley: New York, NY, USA, 1964.

32. Gouldner, A.W. The norm of reciprocity: A preliminary statement. Am. Sociol. 1960, 25, 161–178. [CrossRef]
33. Yuh, J.; Choi, S. Sources of social support, job satisfaction, and quality of life among childcare teachers. *Soc. Sci. J.* 2017, 54, 450–457. [CrossRef]
34. McGinty, A.S.; Justice, L.; Rimm-Kaufman, S.E. Sense of School Community for Preschool Teachers Serving At-Risk Children. *Early Educ. Dev.* 2008, 19, 361–384. [CrossRef]
35. Oubibi, M.; Fute, A.; Xiao, W.; Sun, B.; Zhou, Y. Perceived Organizational Support and Career Satisfaction among Chinese Teachers: The Mediation Effects of Job Crafting and Work Engagement during COVID-19. *Sustainability* 2022, 14, 623. [CrossRef]
36. Bakker, A.B.; Hakonen, J.J.; Demerouti, E.; Xanthopoulou, D. Job resources boost work engagement, particularly when job demands are high. *J. Educ. Psychol.* 2007, 99, 274–284. [CrossRef]
37. Wu, S.; Zhou, S.; Yu, X.; Chen, W.; Zheng, W.; Huang, M.; Zhang, H.; Li, X.; Fang, G.; Zhao, X.; et al. Association Between Social Support and Job Satisfaction Among Mainland Chinese Ethnic Minority Kindergarten Teachers: The Mediation of Self-Efficacy and Work Engagement. *Front. Psychol.* 2020, 11, 581397. [CrossRef] [PubMed]
38. Abdulaziz, A.; Bashir, M.; Alfalih, A.A. The impact of work-life balance and work overload on teacher’s organizational commitment: Do Job Engagement and Perceived Organizational support matter. *Educ. Inf. Technol.* 2022, 27, 9641–9663. [CrossRef]
39. Jiao, C.; Qian, J.; Liu, H. The Relationship Between Preschool Inclusive Education Teachers’ Organizational Support and Work Engagement: The Mediating Role of Teacher Self-Efficacy. *Front. Psychol.* 2022, 13, 900835. [CrossRef]
40. Holgaard, R.; Giske, R.; Sundsli, K. Newly qualified teachers’ work engagement and teacher efficacy influences on job satisfaction, burnout, and the intention to quit. *J. Educ. Teach. Educ.* 2012, 35, 347–357. [CrossRef]
41. Nasurdirin, A.M.; Ling, T.C.; Khan, S.N. Linking Social Support, Work Engagement and Job Performance in Nursing. *Int. J. Bus. Soc.* 2018, 19, 363–386.
42. Marcionetti, J.; Castelli, L. The job and life satisfaction of teachers: A social cognitive model integrating teachers’ burnout, self-efficacy, dispositional optimism, and social support. *Int. J. Educ. Vocat. Guid.* 2022. [CrossRef]
43. Cross Francis, D.; Hong, J.; Liu, J.; Eker, A. Identity. In *Research on Teacher Identity*; Schutz, P., Hong, J., Cross Francis, D., Eds.; Springer: Cham, Switzerland, 2018; pp. 133–143. [CrossRef]
44. Fitzgerald, A.; Smith, K. Science that Matters: Exploring Science Learning and Teaching in Primary Schools. *Aust. J. Teach. Educ.* 2016, 41, 64–78. [CrossRef]
45. King, F. Music Activities Delivered by Primary School Generalist Teachers in Victoria: Informing Teaching Practice. *Aust. J. Teach. Educ.* 2018, 43, 48–59. [CrossRef]
46. Izquierdo, J.; Aquino Zúñiga, S.P.; García Martínez, V. Foreign language education in rural schools: Struggles and initiatives among generalist teachers teaching English in Mexico. *Stud. Second. Lang. Learn. Teach.* 2021, 11, 133–156. [CrossRef]
47. Moilanen, J.H.; Mertala, P.-O. The Meaningful Memories of Visual Arts Education for Preservice Generalist Teachers: What is Remembered, Why, and from Where? *Int. J. Educ. Arts* 2020, 21, 1–24. [CrossRef]
48. Clohessy, L.; Bowles, R.; Ni Chróinin, D. Playing to our strengths: Generalist teachers’ experiences of class swapping for primary physical education. *Eur. Phys. Educ. Rev.* 2019, 26, 571–586. [CrossRef]
49. Cook, P. Generalist Elementary Male Teachers Advocating for Dance and Male Dancers. In *Masculinity, Intersectionality and Identity: Why Boys (Don’t) Dance*; Risner, D., Watson, B., Eds.; Springer International Publishing: Cham, Switzerland, 2022; pp. 53–74. [CrossRef]
50. Clohessy, L.; Bowles, R.; Ni Chróinin, D. Follow the leader? Generalist primary school teachers’ experiences of informal physical education leadership. *Education* 3-13 2020, 49, 661–673. [CrossRef]
51. Joseph, D. Fostering a happy positive learning environment for generalist pre-service teachers: Building confidence that promotes wellbeing. *Brit. J. Music Educ.* 2019, 36, 183–196. [CrossRef]
52. Settoon, R.P.; Bennett, N.; Liden, R.C. Social exchange in organizations: Perceived organizational support, leader–member exchange, and employee reciprocity. *J. Appl. Psychol.* 1996, 81, 219–227. [CrossRef]
53. Podsakoff, P.M.; MacKenzie, S.B.; Lee, J.Y.; Podsakoff, N.P. Common method biases in behavioral research: A critical review of the literature and recommended remedies. *J. Appl. Psychol.* 2003, 88, 879–903. [CrossRef]
54. Hair, J.F.; Hult, G.T.M.; Ringle, C.; Sarstedt, M. *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)*; Sage Publications: Thousand Oaks, CA, USA, 2017.
55. Hair, J.F.; Black, W.C.; Babin, B.J.; Anderson, R.E. *Multivariate Data Analysis*; Pearson Education Limited: London, UK, 2013.
56. Cohen, J. *Statistical Power Analysis for the Behavioral Sciences*, 2nd ed.; Routledge: New York, NY, USA, 1988.
57. Maslach, C.; Leiter, M.P. Understanding the burnout experience: Recent research and its implications for psychiatry. *World Psychiatry* 2016, 15, 103–111. [CrossRef]
58. Roldán, J.L.; Sánchez-Franco, M.J. Variance-based structural equation modeling: Guidelines for using partial least squares in information systems research. In *Research Methodologies, Innovations and Philosophies in Software Systems Engineering and Information Systems*; IGI Global: Hershey, PA, USA, 2012.
59. MacCallum, R.; Tucker, L. Representing sources of error in the common-factor model: Implications for theory and practice. *Psychol. Bull.* 1991, 109, 502–511. [CrossRef]
60. MacCallum, R.C.; Widaman, K.F.; Preacher, K.J.; Hong, S. Sample Size in Factor Analysis: The Role of Model Error. *Multivar. Behav. Res.* 2001, 36, 611–617. [CrossRef] [PubMed]
89. Orgambidez-Ramos, A.; de Almeida, H. Work engagement, social support, and job satisfaction in Portuguese nursing staff: A winning combination. *Appl. Nurs. Res.* 2017, 36, 37–41. [CrossRef]

90. Crawford, E.R.; LePine, J.A.; Rich, B.L. Linking job demands and resources to employee engagement and burnout: A theoretical extension and meta-analytic test. *J. Appl. Psychol.* 2010, 95, 834–848. [CrossRef]