



## Antecedents of Job Burnout In the Organizations at KSA

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### Abstract

*This research aimed to study the factors that relate to job burnout in the organizations at KSA. There are 523 employees participating in this research from all sectors in Saudi Arabia. I used the electronic questionnaire to collect the data from the participants. Job satisfaction, job engagement, and organizational learning culture have a positive impact on the productivity of the employees in any organization, but on the other hand, job burnout will minimize productivity. The results of this research show that (1) there is a positive relationship between organizational learning culture and job engagement and (2) organizational learning culture is positively related to job satisfaction. Furthermore, (3), there is a positive relationship between job satisfaction and job engagement. On the other hand, (4) there is a negative relationship between job satisfaction and job burnout, (5) and also, job engagement and job burnout are negatively related to each other. These findings suggest that the job burnout of employees could be minimized through enhancing the learning culture in the organization, which will eventually lead to job engagement and job satisfaction.*

**Keywords:** Job Burnout, Job Satisfaction, Organization Learning Culture, Job Engagement.

### Introduction

Since the mid-1970s, the dynamics of the labor market have made individuals devote themselves even more to work, seeking better financial compensation and achieving professional goals, among other benefits. This ended up requiring more and more effort from individuals, and this work overload caused some people to have reduced satisfaction with the work environment and begin to develop occupational diseases.

The concept of burnout or professional exhaustion was first described in 1974 by Herbert Freudenberger as a state of fatigue or frustration caused by devotion to a cause, a way of life or a relationship that has not met expectations (Freudenberger, 1974). For fifty years now, burnout has become a common disease that affects almost all professions, which results in a direct link between work and the state of fatigue of the worker.

Burnout is ingrained in the modern workplace, especially in recent years, where digitalization has created a pervasive culture of 24/7, always-on accessibility that has eroded the boundary between where work ends and the rest starts. For many people, workplace pressures are overwhelming, with competing demands and high expectations. Work itself is increasingly fast-paced, complex, and demanding.

Globally, the world has experienced rapid and significant disruption during the COVID-19 pandemic. Organizations have had to make rapid, in some cases almost instantaneous, changes in how they conduct business, how and where their employees work, and, most importantly, how to balance the need to care for their employees with rapidly changing circumstances, all while maintaining productivity.

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According to the 2021 workplace burnout study report (Infinite Potential – 3273 respondents in 30 countries), burnout has increased by over 5% in the last 12 months. This has led companies to take a closer look at this phenomenon, which impacts the mental health and well-being of individuals and the organizational agility of companies in different ways.

In terms of turnover, illness, decreased productivity, and bad morale, burnout is predicted to cost the US economy more than \$350 million annually. People are 2.6 times more likely to quit their present employment due to burnout, and 40% of those who changed jobs in 2021 mentioned burnout as the reason for their leave.

The 2021 workplace burnout study report (Infinite Potential) shows the female gender is more affected by burnout (58.2%). Moreover, the results point out that a majority (86.1%) of 18–34 year olds suffer more from burnout than do 25–34 year olds and 33.5% of 18–24 year olds.

Other related findings came from Deloitte’s 2015 external workplace well-being survey, which found that burnout had an impact on millennial retention: Eighty-four percent of millennials say they’ve experienced burnout in their current work, compared to 77 percent of all respondents, and almost half of millennials say they’ve quit a job because they felt burnt out, compared to 42 percent of all respondents.

Recently, the World Health Organization officially classified burnout as a syndrome related to “chronic workplace stress” In 2019, the World Health Organization defined burnout as: “Burn-out is a syndrome conceptualized as resulting from chronic workplace stress that has not been successfully managed.” It has three main dimensions. The first one is feelings of energy depletion or exhaustion that include feeling drained and emotionally exhausted, unable to cope; feeling down and lacking enough energy; being tired; often leads to changes in sleep habits; and physical symptoms include pain and gastrointestinal problems. The second one is increased mental distance, alienation, and feelings of negativity or cynicism towards jobs that include finding jobs increasingly stressful and frustrating, becoming cynical about their working conditions and colleagues, and feeling numb about work. The third one is reduced professional efficacy, which includes burnout. It mostly impacts everyday duties at work, at home, or while caring for family members, and individuals with burnout have a negative attitude toward their job, find it difficult to focus, are listless, and lack creativity.

The present study is placed in the context of the diversification of the kingdom’s economy, which will necessarily need stable governmental, private, and non-governmental organizations over the long term in order to achieve the objectives of the 2030 vision. These organizations will have to find and keep talented people by providing a healthy place to work and a positive atmosphere.

This study attempts to determine the factors influencing burnout in order to prevent it, as well as other similar situations. It also aims to analyze the relationship between organizational learning culture and job satisfaction and job engagement. Moreover, the relationship between job satisfaction and job engagement points towards burnout.

## **LITERATURE REVIEW & HYPOTHESES DEVELOPMENT**

### ***The Relationship between Organizational Learning Culture and Job Satisfaction***

The characteristics of a learning organization include knowledge sharing, organizational learning capacity, learning in the workplace, innovation, empowerment, and teamwork, among others. The situational approach to job satisfaction has the greatest impact on work and organizational circumstances in general (Chiva & Alegre, 2008). Consequently, the features of a learning organization may have an influence on job satisfaction. Numerous studies have examined the relationship between job satisfaction and individual aspects of the learning organization. Mikkelsen, Ogaard, and Lovrich (2000) found a positive correlation between job satisfaction and the learning environment. Keller, Julian, and Kedia (1996) found that the work environment significantly affects job satisfaction and team productivity, particularly involvement, collaboration, and work importance. Rowden & Ahmed (2000) and Tsai, Yen, Huang, & Huang (2007) reached the conclusion that workplace learning increases employee job satisfaction. According to Eylon and Bamberger (2000), empowerment has a positive correlation with job satisfaction. Griffin, Patterson, and West (2001)

demonstrated that the degree of teamwork correlates with views of job autonomy, which in turn influences job satisfaction. Lund (2003) showed that an organizational culture with entrepreneurship, innovation, and flexibility contributes to greater job satisfaction among employees. Chiva & Alegre (2008) proved that organizational learning capability supported by a stimulating work environment has an effect on the development of employee skills and job satisfaction (Emami, 2011). Several studies from a range of sectors indicate that employee job satisfaction is correlated to views of aspects of organizational learning culture. An engineering organization's research shows that a productive learning organization can have a significant impact not only on organizational performance but also on individual work performance enhancement and job satisfaction (Gardiner & Whiting, 1997). Chang & Lee conducted a study on a sample of Taiwanese employees from the financial, insurance, manufacturing, and service sectors (2007). They observed that the presence of an organizational learning culture was positively associated with job satisfaction. According to empirical studies, promoting an organizational learning culture led to an increase in job satisfaction. Based on the previous review of the literature, the goal of this study is to test the following hypothesis:

*H1: The organizational learning culture positively influences job satisfaction.*

### ***The Relationship between Organizational Learning Culture and Job Engagement***

The importance of organizational learning in influencing job engagement has been proven by the research conducted by Bhaskar and Mishra (2014). They came to the conclusion that the two organizational learning factors that have the most significant impact on job engagement are connecting organizations with the environment and employee empowerment. This research also proved the importance of organizational learning in influencing work engagement. Additional studies came to the same conclusion: organizational learning has an effect on job engagement (Eldor, 2011; Lin & Lee, 2017; Hussein, Abdul Razak & Omar, 2017; Malik & Garg, 2017). (Setia Margana, 2019) discovered that organizational learning has a significant impact on job engagement in the workplace. According to Lin, H. C., and Lee, Y. D. (2017), organizational learning has a positive impact on job engagement. This finding was found in their research. Numerous studies have provided conclusive evidence that organizational learning culture has a significant and positive role in the level of job engagement. According to Sadeli (2012), the perceived culture of an organization has a significant impact on job engagement and it also serves as the antecedent of job engagement (Arifin, Troena & Djumahir, 2014; Brunetto, Xerri, & Nelson, 2014). Consequently, the following hypothesis was proposed in this study:

*H2: The organizational learning culture positively influences job engagement.*

### ***The Relationship between Job Satisfaction and Job Engagement***

There were significantly positive associations between intrinsic and extrinsic job satisfaction and job engagement (vigor, dedication, and absorption). This study supports previous studies that found a positive correlation between job satisfaction and job engagement. In research with banking professionals, Yalabik et al. (2017) found that intrinsic and extrinsic job satisfaction are related to job engagement, highlighting that when employees are satisfied with their jobs, they are highly engaged in their work. Overall, intrinsic job satisfaction displayed a stronger positive link with job engagement compared to extrinsic job satisfaction. These findings correspond with Hancer and George's (2003) finding that intrinsic job satisfaction was the main source of job satisfaction for restaurant employees. To be intrinsically motivated, employees must have a particular level of achievement, competence, and autonomy (Gagne & Deci, 2005). Job satisfaction influences engagement levels, highlighting the necessity for supervisor support, an appropriate working environment, and a challenging job itself (Abraham, 2012). The findings of Park, K. A., and Johnson, K. R.'s (2019) research showed positive relationships between job satisfaction and job engagement. Pongton, P. & Suntrayuth, S. (2019) found a statistically significant positive influence of job satisfaction on job engagement. This indicates that when workers are satisfied with their duties and responsibilities, they become more engaged in their organization. Satisfac-

tion is usually about how happy an employee is with their job and the benefits they get from the company. When workers sense a strong connection to their employer, engagement happens. According to Ni (2007), when workers are satisfied with their job, they are more willing to commit to a long-term relationship with their employer. Thus, an employee's engagement may be anticipated by their happiness and job satisfaction. Based on previous research, we might make the following hypothesis:

*H3: Job satisfaction positively influences job engagement.*

### ***The Relationship between Job Satisfaction and Job Burnout***

According to Werther and Davis (1999), job satisfaction may be defined as the degree to which an employee regards his or her job favorably or unfavorably. It therefore refers to a person's positive or negative or happy or unhappy perspective on his or her work (Ismail HAK, Coetzee N, du Toit P, Rudolph EC, Joubert Y 2013.) In addition to causing deterioration in psychological and physical health, work-related burnout may also result in poor professional functioning and low job satisfaction. Factors such as compensation, promotion, working conditions, leadership, social interactions, and the nature of the job itself have been proven to impact the degree of job satisfaction of a person in the workplace (Okwaraji & Aguwa, 2015). It has been shown that job satisfaction and burnout are closely associated. Tamini & Kord (2011) found that burnout was associated with ineffective coping strategies and negatively associated with improved self-efficacy, job satisfaction, and excellent physical and mental health (Tamini & Kord, 2011). In their research, Ahsan et al. (2009) showed that job satisfaction influences the amount of burnout academics experience while trying to cope with imposed objectives. In their research of the organizational citizenship behaviors of a group of academics, Salehi and Gholtash (2011) found a negative correlation between work satisfaction and burnout. Previous research done in Norway by Higaard et al. (2012) examined the correlation between job satisfaction and burnout among teachers, and once again, a strong negative association was found. This indicates that academics who see their professions negatively will experience both psychological and physical diseases as a result of their dissatisfaction. Therefore, the following hypothesis is proposed:

*H4: Job satisfaction negatively influences job burnout.*

### ***The Relationship between Job Engagement and Job Burnout***

Job engagement and job burnout are two organizational concepts associated with the psychological and physiological well-being of employees. Additionally, researchers have investigated job burnout and job engagement as occupationally-related focusing on employees' attitudes (Halbesleben & Buckley, 2004). Maslach and Leiter's (1997) model of job engagement expanded on their explanation of job burnout and proposes that job engagement contradicts the factors of job burnout. The research hypothesized that job burnout is the opposite of work engagement.

The comparison shows that the two variables are correlated but opposite to one another, and as mentioned, job burnout and job engagement are two dimensions that occur in businesses today. However, when there are insufficient resources, workers experience burnout; when there are sufficient resources, they become engaged. For more clarity on the activities of job burnout and job engagement, research has shown that job burnout is the opposite of job engagement and other positive job-related outcomes (Demerouti, Bakker, & Mostert, 2010). In a related study, Seppala, Mauno, Feldt, Hakanen, Kinnunen, Schaufeli, and Tolvanen (2009) show that job engagement negates the psychological and physiological aspects of job burnout.

Maslach and Leiter (1997) agreed that job engagement and its aspects are opposed to the job burnout characteristics of emotional exhaustion, cynicism, and inefficacy. In other research by Schaufeli and Bakker (2004), when job burnout and job engagement were examined by separate measures, the constructs resulted in two separate negative correlations, as opposed to a single dimension of general well-being.

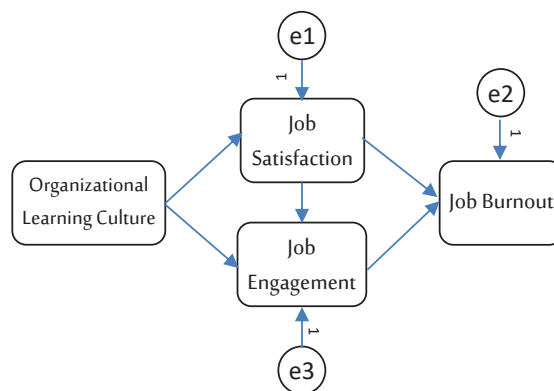
Job engagement and job burnout were included in the Work Life Model by Maslach and Leiter (1997) for additional explanation. The model, which is based on the Person Environment Fit Model, proposes six aspects of work life that might influence appropriation among people and their jobs: workload, fairness and job control, a feeling of community rewards, recognition, and values. Congruences across the six aspects of work life are intended to predict job engagement, whereas incongruences might result in burnout (Maslach & Leiter, 2008). The results imply that the six aspects of work life provide significant support for classifying and relating the components of job burnout and job engagement.

Job engagement is clearly identified as a significant factor influencing job burnout, according to the findings. Akinola, A. A. (2020), showed that job engagement has a significant impact on job burnout. The research underlined that employees must either be burned out or engaged, and that job burnout has a negative impact on organizational productivity, while job engagement is aimed toward the performance of both the company and the engaged individuals. Cynicism is one of the constructs used to measure burnout, as stated by O'Brien, Alexander, Jetten, Humphrey, O'Sullivan, and Postmes (2004). Cynicism indicates discouragement for growing businesses and is likely to disengage employees from their jobs. Kelly (1991) also provided four more reasons why workers continue to be cynical: inability to participate in development-related concerns; lack of trust in management; lack of support from colleagues and the organization. In this research, the following hypothesis was thus proposed:

*H5: Job engagement negatively influences job burnout.*

**Research Model**

Figure 1 presents how organizational learning culture affects job satisfaction and job engagement; how job satisfaction affects job engagement; and how all of these variables affect job burnout in Saudi Arabian organizations.



**Figure 1. Research Model**

**Methods**

**Participants**

The study focused on employees in organizations in Saudi Arabia, and the survey was distributed to them. The total number of participants was 523 individuals, which consists of 66.3% male and 33.7% female. For the ages, 44.9% of their age is between 30 to 39 years and 13.4% of their age is from 50 years and more. For the education degree, 60.6% of the participants got a bachelor's degree and 4% got a high school or below. 32.5% of participants have more than 15 years of experience, while 21.6% have less than 5 years of experience. For the sector they are working in, there were 40.9% of participants working in the public sector, 39.8% of participants working in the private sector, and 19.3% of participants working in the non-profit sector. The table below explains the all-demographic information about participants.

**Table 1. Demographic Information of the Participants**

Variables	Frequency	Percent
Gender	Male	347 66.3%
	Female	176 33.7%
Age	18-29	96 18.4%
	30-39	235 44.9%
	40-49	122 23.3%
	From 50 Years and more	70 13.4%
Experience	Less than 5 years	113 21.6%
	5-9	124 23.7%
	10-14	116 22.2%
	From 15 Years and more	170 32.5%
Sector	Public Sector	214 40.9%
	Private Sector	208 39.8%
	Non-Profit Sector	101 19.3%
Education	High school or below	21 4%
	Bachelor	317 60.6%
	Master	138 26.4%
	PHO	47 9%

**Measures**

Four questionnaires, including Organizational Learning Culture, Job Satisfaction, Job Engagement, and Job Burnout, were employed for collecting the data.

**1- Organizational Learning Culture**

The questionnaire used the organizational learning culture scale that was used by Cetindamar, Katic, Burdon, and Gunsel, (2021). It is a scale with 6 items to measure the organizational learning culture that ranges from 1 (never) to 5 (always) based on the 5-point Likert scale.

**2- Job Satisfaction**

The job satisfaction scale was used in the questionnaire to measure job satisfaction (Fock et al., 2011; Kinicki et al., 2002). It is a scale with 5 items that range from 1 (never) to 5 (always) based on the 5-point Likert scale.

**3- Job Engagement**

The questionnaire used a job engagement scale (Utrecht work engagement scale (uwes-9) developed by Schaufeli et al., (2006). It is a scale with 9 items to measure job engagement, ranging from 1 (never) to 5 (always), based on the 5-point Likert scale.

**4- Job Burnout**

The questionnaire assessed job burnout by the Copenhagen Burnout Inventory (2005) with a work-related burnout dimension. It is a scale with 7 items that range from 1 (never) to 5 (always) based on the 5-point Likert scale.

**Reliability**

Cronbach’s alpha coefficient was used to assess the reliability of the questionnaires that were between .85 and .93, which indicates a high level of internal consistency for our scales.

**Data Analysis**

The regression of the variables, correlation of the variables, reliability of each variable as shown above in the data collection section, model fit summary, and other statistical numbers in this study were all conducted using the Statistical Package for the Social Sciences (SPSS), and the model of the variables in this study was drawn using the AMOS program, which was also used to test the model’s quality.

**Table 2. Reliability Test Result**

Variables	Cronbach’s Alpha	Number of Items
Organizational Learning Culture	.92	6
Job Satisfaction	.85	5
Job Engagement	.93	9
Job Burnout	.89	7

**Result**

**Descriptive statistics and correlations**

The descriptive statistics of the results are shown in Table 3. All of the variables’ mean scores ranged from 3.51 to 2.91. Job engagement got the highest mean score, while organizational learning culture got the lowest. In this table, the standard deviation is also given, with values ranging from 0.91 to 1.03. The table also shows the correlations between the variables. There is a clear negative relationship between job engagement and job burnout (-0.686). Job satisfaction and job engagement, on the other hand, have a significant positive relationship (0.708). In addition, the table shows a negative relationship between job satisfaction and job burnout (-0.639), as well as a negative relationship between organizational learning culture and job burnout (-0.513). Also, the table shows a strong association between job satisfaction and organizational learning culture (0.708), as well as organizational learning culture and job engagement (0.618).

**Table 3. Summary of Correlations, Means, and Standard Deviation**

Variables	JS	OLC	JE	M	SD
JS				3.46	.91
OLC	.708**			2.91	1.03
JE	.780**	.618**		3.51	.93
JB	-.639**	-.513	-.686	2.99	.95

JS, Job Satisfaction; OLC, Organizational learning culture; JE, Job Engagement; JB, Job Burnout; M, Mean; SD, Standard Deviation. Correlation is significant at the 0.01 level (2-tailed)

**Research Model Fit Using Path Analysis**

The study’s hypotheses were tested using path analysis. The fit indices from the default model are represented in the figure 2 and table 4, showing that the default model is the perfect fit for goodness of fit. The fit indices for the default model are listed in table 4. The Root Mean Square Error of Approximation (RMSEA) is 0.40, the Comparative Fit Index (CFI) is 0.999, the Goodness-of-Fit (GFI) is 0.998, the Adjusted Goodness-of-Fit (AGFI) is 0.982, and the Normed Fit Index (NFI) is 0.998. The indices indicate that the default model provides the best appropriate goodness fit.

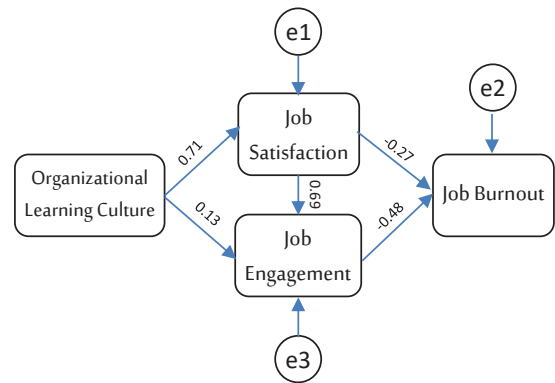
**Path Coefficients in Default Model**

According to the path coefficients shown in the table 5, organizational learning culture had a positive direct effect on job satisfaction and the same with job engagement but an indirect negative effect on job burnout. Job satisfaction had a positive direct effect on job engagement and a negative direct effect on job burnout, while job engagement had a negative direct effect on job burnout.

**Discussion**

**Based on the research listed below, we found a positive correlation between organizational learning culture and job satisfaction.**

The characteristics of a learning organization include knowledge sharing, organizational learning capacity, learning in the workplace, innovation, empowerment, and teamwork, among others. The situational approach to job satisfaction has the greatest impact on work and organizational circumstances in general (Chiva & Alegre, 2008). Consequently, the features of a learning organization may have an influence on job satisfaction. Numerous studies have examined the relationship between job satisfaction and individual aspects of the learning organization. Mikkelsen, Ogaard, and Lovrich (2000) found a positive correlation between job satisfaction and the learning environment. Keller, Julian, and Kedia (1996) found that the work environment significantly affects job satisfaction and team productivity, particularly involvement, collaboration, and work importance. Rowden & Ahmed (2000) and Tsai, Yen, Huang, & Huang (2007) reached the conclusion that workplace learning increases employee job satisfaction. According to Eylon and Bamberger (2000), empowerment has a positive correlation with job satisfaction. Griffin, Patterson, and West (2001) demonstrated that the degree of teamwork correlates with views of job autonomy, which in turn influences job satisfaction. Lund (2003) showed that an organizational culture with entrepreneurship, innovation, and flexibility contributes to greater job satisfaction among employees. Chiva & Alegre (2008) proved that organizational learning capability supported by a stimulating work environment has an effect on the development of employee skills and job satisfaction (Emami, 2011). Several studies from a range of sectors indicate that employee job satisfaction is correlated to views of aspects of organizational learning culture. An engineering organization’s research shows that a productive learning organization can have a significant impact not only on organizational performance but also on



**Figure 2. The Path Analysis**

**Table 4. The Fit Indices of Default Model**

Model	$\chi^2$	df	RMSEA	CFI	GFI	AGFI	NFI
Default Model	1.855	1	.040	.999	.998	.982	.998

RMSEA, Root Mean Square Error of Approximation; CFI, Comparative Fit Index; GFI, Goodness-of-fit; AGFI: Adjusted goodness-of-fit; NFI, Normed-fit index

**Table 5. Standardized Direct, Indirect, and Total Effects in the Default Model**

Variables	OLC			JS			JE		
	D.E.	I.E.	T.E.	D.E.	I.E.	T.E.	D.E.	I.E.	T.E.
JS	.708	.000	.708	.000	.000	.000	.000	.000	.000
JE	.133	.486	.618	.686	.000	.686	.000	.000	.000
JB	.000	-.484	-.484	-.266	-.328	-.594	-.479	.000	-.479

JS, Job Satisfaction; OLC, Organizational learning culture; JE, Job Engagement; JB, Job Burnout ; D.E., Direct Effect; I. E., Indirect Effect; T. E., Total Effect.

individual work performance enhancement and job satisfaction (Gardiner & Whiting, 1997). Chang & Lee conducted a study on a sample of Taiwanese employees from the financial, insurance, manufacturing, and service sectors (2007). They observed that the presence of an organizational learning culture was positively associated with job satisfaction. According to empirical studies, promoting an organizational learning culture led to an increase in job satisfaction.

***Based on the studies below, we found that there is a positive relation between the organizational learning culture and job engagement.***

The importance of organizational learning in influencing job engagement has been proven by the research conducted by Bhaskar and Mishra (2014). They came to the conclusion that the two organizational learning factors that have the most significant impact on job engagement are connecting organizations with the environment and employee empowerment. This research also proved the importance of organizational learning in influencing work engagement. Additional studies came to the same conclusion: organizational learning has an effect on job engagement (Eldor, 2011; Lin & Lee, 2017; Hussein, Abdul Razak, & Omar, 2017; Malik & Garg, 2017). (SetiaMargana, G., 2019) discovered that organizational learning has a significant impact on job engagement in the workplace. According to Lin, H. C. and Lee, Y. D. (2017), organizational learning has a positive impact on job engagement. This finding was found in their research. Numerous studies have provided conclusive evidence that organizational learning culture has a significant and positive role in the level of job engagement. According to Sadeli (2012), the perceived culture of an organization has a significant impact on job engagement and it also serves as the antecedent of job engagement (Arifin, Troena, & Djumahir, 2014; Brunetto, Xerri, & Nelson, 2014).

***Based on the research listed below, we found a positive correlation between job satisfaction & job engagement.***

There were significantly positive associations between intrinsic and extrinsic job satisfaction and job engagement (vigor, dedication, and absorption). This study supports previous studies that found a positive correlation between job satisfaction and job engagement. In research with banking professionals, Yalabik et al. (2017) found that intrinsic and extrinsic job satisfaction are related to job engagement, highlighting that when employees are satisfied with their jobs, they are highly engaged in their work. Overall, intrinsic job satisfaction displayed a stronger positive link with job engagement compared to extrinsic job satisfaction. These findings correspond with Hancer and George's (2003) finding that intrinsic job satisfaction was the main source of job satisfaction for restaurant employees. To be intrinsically motivated, employees must have a particular level of achievement, competence, and autonomy (Gagne & Deci, 2005). Job satisfaction influences engagement levels, highlighting the necessity for supervisor support, an appropriate working environment, and a challenging job itself (Abraham, 2012). The findings of Park, K. A., and Johnson, K. R.'s (2019) research showed positive relationships between job satisfaction and job engagement. Pongton, P. & Suntrayuth, S. (2019) found a statistically significant positive influence of job satisfaction on job engagement. This indicates that when workers are satisfied with their duties and responsibilities, they become more engaged in their organization. Satisfaction is usually about how happy an employee is with their job and the benefits they get from the company. When workers sense a strong connection to their employer, engagement happens. According to Ni (2007), when workers are satisfied with their job, they are more willing to commit to a long-term relationship with their employer. Thus, an employee's engagement may be anticipated by their happiness and job satisfaction.

***Based on the studies below, we found that there is a negative relation between the job satisfaction and job burnout.***

According to Werther and Davis (1999), job satisfaction may be defined as the degree to which an employee regards his or her job favorably or unfavorably. It therefore refers to a person's positive or negative

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***Based on the research listed below, we found a negative correlation between job engagement & job burnout.***

Job engagement and job burnout are two organizational concepts associated with the psychological and physiological well-being of employees. Additionally, researchers have investigated job burnout and job engagement as occupationally-related focusing on employees' attitudes (Halbesleben & Buckley, 2004). Maslach and Leiter's (1997) model of job engagement expanded on their explanation of job burnout and proposes that job engagement contradicts the factors of job burnout. The research hypothesized that job burnout is the opposite of work engagement.

The comparison shows that the two variables are correlated but opposite to one another, and as mentioned, job burnout and job engagement are two dimensions that occur in businesses today. However, when there are insufficient resources, workers experience burnout; when there are sufficient resources, they become engaged. For more clarity on the activities of job burnout and job engagement, research has shown that job burnout is the opposite of job engagement and other positive job-related outcomes (Demerouti, Bakker, & Mostert, 2010). In a related study, Seppala, Mauno, Feldt, Hakanen, Kinnunen, Schaufeli, and Tolvanen (2009) show that job engagement negates the psychological and physiological aspects of job burnout.

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## **Conclusion**

### ***Limitations***

Although the research provides several findings and practical implications, it has certain limitations. First, the research sample was limited to Saudi Arabian organization employees, which may have obscured the generalizability of the results. Additional research studying the proposed model in other industries and cultural contexts may provide deeper insights. Second, the research only used job satisfaction and job engagement as predictors of burnout levels. Future empirical research can study the effects of other environmental factors on burnout. Additionally, we believe that it is difficult to generalize these findings to other countries due to the fact that each country has its own work culture.

### ***Implications***

This study's importance in the field of labor is the prevention of employee burnout and its effects. Consequently, the human resources department might regularly evaluate employee satisfaction and engagement in order to reduce the probability of job burnout. Since organizational learning culture can affect job satisfaction and job engagement, employers should utilize that, and enhance the learning culture in the organization. Furthermore, job satisfaction and job engagement help organizations achieve their goals because satisfied and engaged employees will be more productive. On the other hand, organizations can measure that variable in their workplace through scales to define the improvement areas that may be different with other organizations.

### ***Recommendations and future research***

There are some recommendations for future research, such as gathering sufficient responses from employees with different levels and work natures to increase the generalizability of results. Different data entry should be used to enhance data accuracy, such as interviews and focus groups to confirm respondent responses and lower confusion among participants. We also recommend that future research examine other variables that have a significant impact on job burnout. Furthermore, scholars should assess the short-term and long-term impact of job burnout on the company because it might produce either positive or negative results for the company.

## ***Conclusion***

Burnout is failure, exhaustion, or fatigue caused by an excessive demand on an individual's energy, strength, or resources (Artz, Kaya, & Kaya, 2021). This research studied the correlations between job burnout, job satisfaction, job engagement, and organizational learning culture. Those with lower levels of job satisfaction and job engagement are more likely to experience job burnout, while those with higher levels of job satisfaction and job engagement are less likely to experience indications of job burnout. As avoiding job burnout is more successful than coping with its consequences, these results could save organizations a million dollars and mental energy.

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