

JOB BURNOUT AND ITS EFFECT ON TEACHERS' ATTRIBUTES AND PERFORMANCE

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Abstract

The research study aimed to determine the effect of job burnout on teacher's attributes and performance. Specifically, it sought to answer the following questions: 1. What is the level of job burnout of teachers in terms of workload, self-control, fairness in reward, community responsibility? 2. What is the level of teachers' attributes as to physical, behavioral, and mental? 3. What is the level of teachers' performance with regards to evaluation? 4. Do the job-burnout have significant effect on the teachers' attributes in selected private schools in Lucena City, Quezon Province? 5. Do the job-burnout have a significant effect on the teachers' performance in selected private schools in Lucena City, Quezon Province?

Based on the preceding findings of the study, the researcher drew the concluded that teachers having a lot of workloads, with no self-control and without any support from the community are feeling burnout. However, they still maintain composure with regards to their attributes and able to perform good at work.

Teachers' attributes such as physical and mental got high remarks, while behavior got a low remark. Regarding the teachers' attributes as to physical and mental, teachers feel physically exhausted and starts feeling anxious towards their work. However, they still maintain composure with regards to their attributes and able to perform good at work. The overall performance of the teachers maintains a remark of good, which means that they are all performing at work.

Furthermore, with such findings, based on the statistical analyses of data, the hypotheses presented in the paper are accepted. There were "no significant" effect between job burnout and teacher's attributes and performance.

The following were recommended: The school administrators can use the results as a basis for assessing and disseminating workloads to teachers, how they can help teachers control themselves by supporting them.

Keywords: Job burnout, workload, self-control, community responsibility, physical aspect, behavioral aspect, mental aspect and performance

1. Introduction

The job engagements and demands of teachers cause too many workloads including paper works, follow-up with the students, and worries for the learning progress of each student.

Being physically, psychologically, mentally, and emotionally stressed causes burnout, which is a different level of stress that changes a person's perspective about work. Burnout is one of the most popular topics when it comes to occupational health psychology. This type or level of stress gave a lot of changes to an employee which causes them to resign immediately from the workplace because of the demands which are believed to be so overwhelming for employees.

Teachers are under a great deal of stress during their careers, teaching has been considered a high-stress occupation. Pile of paper works, teaching loads, school reports, school activities, seminars to attend, following up on students, and more. These are one of the common stressors of teachers that leads them to have job burnout.

In recent years, the issue of occupational stress and job burnout has been connected to involvement in work situations that are emotionally demanding. Recent theoretical developments have revealed that job

burnout is one of the reasons why most employees resign from their workplace. Stress is the main factor why employees decide to leave their work in no time.

School administration plays a big role in either adding to the teachers' feeling of burnout or easing that feeling by providing some actions to address teachers' concern towards burnout and stress at work. A school administration should provide any characterized shared values or culture of their organization that can be part of the good environment for the teachers to avoid contributing to having burnout feeling.

Due to pandemic, teachers were forced to adjust to changes and adapt to an environment that is not familiar to them, such as technology and new approaches and strategies. In this case, a lot of teachers who find it overwhelming to them left the teaching profession. Indeed, it is more stressful to teach during this pandemic than a normal setup. Teachers who stayed in the teaching profession still find it stressful to teach in this kind of setup. In addition to this, the workloads of some teachers do not match their capabilities, resources, and time.

Background of the Study

Facing many challenges, especially this pandemic time, people are not prepared, especially the teachers. Everything that happens in our educational system is overwhelming, not just to students but also to the teachers, which causes too much stress that leads to burnout. Teachers most especially those who have not yet adjusted from the transition of face-to-face teaching to online teaching tends to feel burnout. One is because of the pile of works need to be done. Second is the absence of physical contact which somehow contributes to burnout by means physical interactions with colleagues and students. Lastly, having different school administrators who should be one their support system at work.

Job burnout is a special type of a work-related stress that makes any employee get exhausted at work without even exerting a lot of effort. It is connected to reduced accomplishments or loss of motivation to continue to work. This is also one of the reasons why teachers decide to have a career shift instead of pursuing their chosen career.

Yearly, numerous counts of teachers decide to leave the profession because of the stress feeling caused by their work. Teachers having a burnout feeling can affect their professional and personal life. Due to pile of works that need to be done, teachers find it hard to perform effectively and efficiently in teaching. Administrative works that should not be given to the teachers are one of the reasons why teachers feel burnout at work. It decreases the efficiency of teachers when it comes to the real work of teachers which is to teach.

As a result of feeling burnout, some teachers tend to feel demotivated that leads to some behavioral changes at work such as absenteeism, physical pains such as having headache, backpain, and mental health issues which lead them to having anxiety, panic attacks or sometimes depression.

The researcher came up with this research due to the experiences of some colleagues who choose to leave the workplace because of the chronic stress that they had experienced due to work, specifically in teaching. There are a lot of contributors to the stress that teachers experience in the workplace, but the researcher will aim to find out the connection of the three which are the physical, psychological, and mental state of teachers when they experience job burnout in their workplace. The primary aim of this research is to define and understand teacher burnout and to find out how it greatly affects their mental, behavioral, and physical aspect as well as their performance at work

Statement of the Problem

This study aimed to determine the level of job burnout of the teachers and how it affected their performance.

Specifically, the study sought answers to the following research questions:

1. What is the level of job burnout of teachers in terms of:
 - 1.1 workload;
 - 1.2 self-control;

- 1.3 fairness in reward; and
- 1.4 community responsibility?
2. What is the level of teachers' attributes as to:
 - 2.1 Physical aspect;
 - 2.2 Behavioral aspect; and
 - 2.3 Mental aspect?
3. What is the level of teachers' performance with regards to Evaluation?
4. Does job-burnout have significant effect on the teachers' attributes in selected private schools in Lucena City, Quezon Province?
5. Does job-burnout have a significant effect on the teachers' performance in selected private schools in Lucena City, Quezon Province?

Research Methodology

The researcher used the descriptive survey method where the major objective is to identify how job burnout affects a teacher's attributes and performance at work.

According to Shona McCombes (2019) in descriptive research, the objective is to describe populations, situations, or phenomena accurately and systematically. Questions like what, where, when, and how can be answered, but not why. One or more variables can be analyzed using a wide variety of descriptive research methods. In contrast to experimental research, the researcher does not control or manipulate any variables, but only observes and measures them. A descriptive study design refers to a method of scientific inquiry that consists of the observation of human behavior and verbal description of it without influencing it in any way. To obtain a general understanding of a subject, you can use the descriptive design of research in different fields, such as psychology and social science. Its primary purpose is to identify and describe accurately and systematically characteristics of a population, situation, or phenomenon. Unlike experimental research design, a descriptive study does not control variables. Its focus is to only measure and observe the variables in the study.

The respondents came from the private schools of Lucena City. They were randomly selected from each school. The sample of respondents for the study were consist of eighteen (18) private school teachers. The study has certain data needs because of the focus of investigation of the researcher. Thus, respondents of the study should be private school teachers from Lucena City.

The researcher used the random sampling technique for the selection of respondents of the study. According to Thomas (2019), a simple random sample is a randomly selected subset of a population. In this sampling method, each member of the population has an exactly equal chance of being selected. This method is the most straightforward of all the probability sampling methods since it only involves a single random selection and requires little advance knowledge about the population. Since it uses randomization, any research performed on this sample should have high internal and external validity.

The research instrument that was used by the researcher to collect data from respondents of the study is a self-made Likert-scale questionnaire. The said questionnaire was distributed to respondents of the study in an online survey. The research instrument of the study consists of three (3) parts. The first part of the questionnaire is intended to determine factors affect the level of job-burnout of teachers. The second part of the questionnaire is intended to assess the level of job-burnout to the teachers' attributes. The last part was their quarterly evaluation which were handed by their principal to the researcher.

Theoretical Framework

The study is anchored on The Coping-Competence-Context (3C) Theory of Teacher Stress (Herman et al., 2020) by Herman, Reinke, & Eddy (2020) and The Theory of Performance by Elger, (n.d.). The 3C theory builds upon the transactional theory, stress mindset theory, and the prosocial classroom model by integrating the theories to provide a new framework for understanding teacher stress and coping associated with student and teacher outcomes and intervention. The present study is grounded in the 3C theory because it

analyzed connections.

The 3 C's stands for coping, competence in executing practices, and context of policies, practices, administrative support in which all are said to be the source of their stress. This theory describes three interconnected pathways leading to teacher stress, integrating individual differences in teachers' (1) coping, (2) competence in executing practices that effectively manage the teaching-learning process, and the systemic (3) context in which teaching occurs, including policies, practices, and administrative support. The coping is how teachers handle situation when they feel stressed. The competence in executing practices has something to do with teachers' strategies and approach in teaching. Then context is where and how the teaching process happens. This has something to do with the school administrations' policies, practices, and support.

This is associated to teacher stress and burnout in a diverse manner. By demonstrating unambiguous correlations between teacher stress and negative student and teacher outcomes, the 3C model also underlines why teacher stress is important and should be the subject of future research.

The theory Coping-Competence-Context (3 C's) explained that teachers' coping could deal with their attributes such as their physical, behavioral, and mental aspect as to how these three can help them cope. The competence is their performance at work. How competent are they when they feel burnout at work? Lastly the context, which is about policies, process, and administrative support. This is where the factors contributing to burnout come in such as workload, fairness in reward, self-control, community responsibility. The theory of performance (ToP) states that the six foundational concepts to explain performance as well as performance improvements. According to this theory, to perform is to produce valued results. A performer can be individual or group of people engaging in a collaborative effort. Developing performance is a journey, and level of performance describes location in the journey. Current level of performance depends holistically on 6 components: context, level of knowledge, levels of skills, level of identity, personal factors, and fixed factors. Three axioms are proposed for effective performance improvements. These involves a performer's mindset, immersion in an enriching environment, and engagement in reflective practice

An employee performs in accordance with the level of their knowledge and skills towards their work, how they understand the context of their work and some personal factors on whether it contributes to their performance or not. The 3 C's theory is connected to this with the context and competence and how the teachers can cope easily at work to have a good performance and to reduce their burnout feeling. This can also show if a teacher can still maintain professionalism at work even if they do not feel working at all because of burnout.

Results and Discussion

1. Level of Job Burnout in Terms of Workload, Self-Control, Fairness In Reward, and Community Responsibility

In this study, the level of job burnout in terms of workload, self-control, fairness in reward, and community responsibility. The level of job burnout was revealed in the following table which shows the mean, standard deviation, and verbal interpretation.

Table 1. Level of Job Burnout

Category	Mean	SD	VERBAL INTERPRETATION
<i>Workload</i>	3.56	1.04	High
<i>Self-Control</i>	3.89	0.86	High
<i>Fairness in Reward</i>	3.10	1.17	Moderate
<i>Community Responsibility</i>	3.42	1.30	High

Overall, the level of job burnout of teachers in terms of Workload attained a mean score of 3.56 and a standard deviation of 1.04 and was High among the respondents. The results revealed that teachers having a lot of workload experience job burnout. It was evident that whenever there is an increase in workload there is a strong feeling of being burnout.

As a support to the finding Malik (2019) defined workload as one of the factors causing burnout

among teachers, which Demirel & Cephe (2015) added that factors that cause exhaustion may include more extended hours of teaching and the need for ideal conditions that the workplace could not provide. According also to Jomud et. al, (2021) said that a teacher who is given an increased workload is likely to experience burnout. There are times when a teacher's extra workload brings him or her honor and prestige.

Self-Control attained a mean score of 3.89 and a standard deviation of 0.86 and was High among the respondents. Based on the results, teachers with no self-control in work tend to experience job burnout. Self-control in work is very important so that you can work efficiently together with your colleagues.

This finding as supported by Saunders (2019), a person self-control can be used to avoid having burnout. However, if a person does not have any self-control at all, he/she may have burnout, and it can affect how he/she performs at work. An employee should agree on a timetable for when they are available and what resources they need to do their job well. Gaining a sense of control over environment can increase sense of autonomy. (Sutton, 2021).

Fairness in reward attained a mean score of 3.10 and a standard deviation of 1.17 and was Moderate among the respondents. Based on the results, teachers found it normal whether there was fairness or none in the workplace. This had also become a workplace culture of private sectors having a fixed salary.

To support the finding, Maslach pointed out that people generally value the appearance of fairness (that is, the trial is fair) rather than the actual result being fair. Employees like to stay longer in a company or organization who values fairness and equality at work. According also to Jehangir et al. (2015), appreciating the employees for their work done internally satisfies them with their jobs, organization, and organizational environment.

Community Responsibility attained a mean score of 3.42 and a standard deviation of 1.30 and was High among the respondents. Based on the results, the community's responsibilities to the teachers play a big impact as their support system to their feeling of job burnout. Community in this study is composed of administration, parents, and barangay. In this case, if one of them does not support the teacher's need, it can lead them to feeling of job burnout.

In support to the finding, Sutton (2021) affirmed that community is essential to feeling supported. While you may not be able to choose who you work with, you can invest time and energy in strengthening the bonds you share with your co-workers and boss. Positive group morale, where you can rely on one other, can make the team more robust and reduce the likelihood of burnout. According also to Meinert (2017) developing meaningful and rich interpersonal relationships among colleagues will help people feel connected to one another and engaged in their work.

2. Level of Job Burn out with Regards to Teachers' Attributes

In this study, the level of job burnout with regards to teachers' attributes in terms of physical, behavioral, and mental aspect. The level of job burnout was revealed in the following table which shows the mean, standard deviation, and verbal interpretation.

Table 2. Level of Teacher's Attributes

Category	Mean	SD	VERBAL INTERPRETATION
<i>Physical Aspect</i>	2.72	1.15	Moderate
<i>Behavioral Aspect</i>	2.26	1.16	Low
<i>Mental Aspect</i>	3.45	1.22	High

Overall, the level of job attributes as to Physical Aspect attained a mean score of 2.72 and a standard deviation of 1.15 and was Moderate among the respondents. Based on the results above, it is stated that there is a moderate effect of job burnout on teachers' physical attributes. This means that though teachers experience job burnout, but it is still tolerable, and they still don't experience too much exhaustion at work. Teachers still have a lot of stamina to work and present themselves properly at work.

In support to the finding, Sánchez et al. (2019) found out that burnout can cause effects on a person's

body which include persistent degenerative sicknesses together with hypertension, diabetes, and cardiovascular disorders. Martinetz, (2012), added that some teachers expressed the sensation their work have little or no effect on their students.

Behavioral Aspect attained a mean score of 2.26 and a standard deviation of 1.16 and was Low among the respondents. Based on the results above, teachers' behavior is not affected at all when they experience burnout. Teachers work and behave like professionals, which means even if they are burnout, they still don't manifest unprofessional behaviors.

The finding was supported by Larrivee (2012), when a teacher feels that he or she does not have control over their own situation, they sometimes neglect their own needs to accommodate others. Burnout often leads to a desire to improve people's lives, which is why burnout-affected teachers take on the role of teacher leader and problem solver. Abun & Racoma (2017), revealed in their study that a person's behavior is affected by its environment that can be composed of people and rooms having different arrangement of furniture. If the area where the teacher works is messy, definitely it would contribute the changes in their behavior.

Mental Aspect attained a mean score of 3.45 and a standard deviation of 1.22 and was High among the respondents. Based on the results above, teachers experience a big impact of job burnout in their mental health. This means that more of them suffered from anxious feelings towards work or colleagues. Though, most of the teachers still work even under pressure, mental health issue is still present to them when they feel burnout at work.

Based on Jiang et al. (2016), workplace burnout and mental health studies have shown that workplace burnout has a predictive effect on mental health. Burnout in the workplace leads to negative mental health. In addition, Schonfeld et al. (2017) stated that workplace stressors affect teachers' mental health and turnover intentions. By mental health, they refer to both psychological symptoms (e.g., depressed mood) and mental disorders (e.g., major depression).

3. Level of Job Burnout with Regards to Teachers' Performance

In this study, the level of teachers' performance was discussed. The level of teachers' performance was revealed in the following table which shows the frequency, percentage, and verbal interpretation.

Table 3. Level of Teachers' Performance with regards to Evaluation

<i>Range</i>	<i>Ratings</i>		<i>VERBAL INTERPRETATION</i>
	FREQUENCY	PERCENTAGE	
71 to 88	0	0.00	Excellent
54 to 70	7	38.89	Very Good
36 to 53	11	61.11	Good
18 to 35	0	0	Weak
0 to 17	0	0	Poor
Total	18	100.00	
<i>Overall Mean</i>	45.39		
<i>Standard Deviation</i>	11.70		
<i>Verbal Interpretation</i>	Good		

Out of eighteen (18) respondents, eleven (11) or 61.11% of the populations have ratings ranging from 36 to 53 which was remarked Good. The remaining seven (7) or 38.89% of the population obtained ratings that were Very Good, ranging from 54 to 70. Overall, the level of teachers' performance with regards to annual evaluation attained a mean rating of 45.39 and a standard deviation of 11.70 and was Good among the respondents. (Based on the teachers' performance they have an over-all good rating of performance, however, there should still have a minor of improvement in their performance at work. Teachers from private schools worked on a fixed-rate salary, regardless of their workloads and special assignments. The results show that most of the respondents still need improvement at their performance at work be it at teaching or administrative work.)

Based on the study of Soomro et.al (2020), the mechanism of job stress indirectly affects the job performance of individuals. An employee's performance is considered both as an idea with numerous measurements and as a worldwide build. Employees' performance as a mindset comes from the synthesis and adjustment of many specific preferences experienced in relation to the profession. In addition to this, Thakre et.al. (2017) stated that overall performance of a teacher is essential for the betterment of the students, development of the institution, and improvement of the society and nation. There is an increased consensus that highly qualified, quality, and competent teachers are essential in improving the academic performance of the students.

4. Significant Effect between Job Burnout and Teachers' Attributes

In this study, the significant effect between job burnout and teachers' attributes were discussed. The significant effect was revealed in the following table which shows the Beta, t statistic, p-value, and analysis.

Table 4. Significant Effect of Job Burnout on the Teachers' Attributes in Selected Private Schools

Burnout	Beta	t statistic	p-value	Analysis
Workload	0.308	1.619	0.129	Not Significant
Self-Control	0.267	0.886	0.392	Not Significant
Fairness	0.217	1.261	0.229	Not Significant
Community	-0.312	-2.001	0.067	Not Significant

Adjusted r-square:40.44

F value:3.885

Sig.:0.027

From the findings above, it can be inferred that at 0.05 level of significance, the null hypothesis "The job burnout has no significant effect on the teachers' attributes in selected private schools" is true. Thus, this concludes that there is no significant effect. In this case, even though teachers experience being burnout, it still doesn't affect their physical, behavioral, and mental aspect at all. This can mean that teachers have the ability cope to different kind of stress that will not affect their work.

A study conducted by Salvagioni et.al (2017) revealed that insomnia which is part of the physical aspect, is a self-reported problem with sleep three or more times per week during the past three months and difficulty in initiating or maintaining sleep for 30 minutes or more per night. They have found out from their 146 respondents in USA that burnout was not a predictor of sleep disturbances. Lu et.al (2017) stated that people have different coping styles to stress refers to the individual's efforts in cognition and behavior which reduce its negative impact.

5. Significant Effect between Job Burnout and Teachers' Performance

In this study, the significant effect between job burnout and teachers' performance was discussed. The significant effect was revealed in the following table which shows the Beta, t statistic, p-value, and analysis.

Table 5. Significant Effect of Job Burnout on the Teachers' Performance in Selected Private Schools

Burnout	Beta	t statistic	p-value	Analysis
Workload	-0.398	-1.801	0.095	Not Significant
Self-Control	-0.066	-0.190	0.852	Not Significant
Fairness	-0.283	-1.415	0.181	Not Significant
Community	-0.061	-0.335	0.743	Not Significant

Adjusted r-square:12.96

F value:1.633

Sig.:0.225

From the findings above, it can be inferred that at 0.05 level of significance, the null hypothesis "The job burnout has no significant effect on the teachers' performance in selected private schools" is true. Thus, this concludes that there is no significant effect. In this case, even though teachers have a lot of workloads, or no self-control, no fairness in reward, and no support from the community, they can still perform their duties

and responsibilities at work, and they don't feel burnout at work.

According to Baluyos et.al (2019), the teachers demonstrated very satisfactory performance in the teaching-learning process, initiating activities that promote parents and community members' participation, and updating their knowledge through attending seminars, workshops, and conferences. Teachers, however, were excellent or outstanding in monitoring and evaluating students' progress and providing remedial instructions for slow learners after class. Bourzik (2018) also revealed from his study about level of job burnout among teachers from the cities of Laghouat and Guelph in Algeria. The results of his study also showed that there were no statistically significant differences between the teachers' performance and experience and job burnout. In addition to this, Al-Shoqran et.al (2021) also revealed in his study that result can be attributed to the fact that the faculty members are similar in the situations they live within the university environment, and they are required to do the same administrative duties, including the preparation for their lesson and the evaluation tools needed.

Summary of Findings

The essence of this study aimed to determine the effect of job burnout to teachers' attributes and performance.

Specifically, it sought to answer the following questions: 1. What is the level of job burnout of teachers in terms of workload, self-control, fairness in reward, and community responsibility? 2. What is the level of teachers' attributes as to physical, behavioral, mental aspect? 3. What is the level of teachers' performance with regards to evaluation? 4. Do the job-burnout have significant effect on the teachers' attributes in selected private schools in Lucena City, Quezon Province? 5. Do the job-burnout have a significant effect on the teachers' performance in selected private schools in Lucena City, Quezon Province? In conducting this study, a descriptive study method was used to collect the data and information needed to test the hypothesis and to answer questions concerning the "effect of job burnout to teachers." The instrument used was questionnaire in the form of checklist and Five-Likert scale to gather information headed in the accomplishment of the study. The respondents of the study composed of eighteen (18) respondents. Statistical treatment utilized in this study consisted of weighted mean, standard deviation, and frequency. While, the Regression Analysis was used to determine the problem, is there any significant difference between job burnout and teachers' attributes and performance?

Based on the preceding findings of the study, the researcher found out that the level of job burnout in terms of workload, self-control, and community responsibility are all high, while fairness in reward is moderate. This means that teachers having a lot of workloads, with no self-control and without any support from the community feels burnout. Teachers' attributes such as physical and mental got high remarks, while behavior got a low remark. Regarding the teachers' attributes as to physical and mental, teachers feel physically exhausted and starts feeling anxious towards their work. However, they still maintain composure with regards to their attributes and able to perform good at work. The overall performance of the teachers maintains a remark of good, which means that they are all performing at work.

Conclusion

Based on the foregoing findings of the study, the researcher draws the following conclusions: Despite having a lot of workloads, no self-control, and no support from the community, teachers still did not feel burnout. Additionally, teachers who were experiencing physical pain, and had mental health issues still performed at their best at work and did not feel any burnout at all. One reason from their behavior was that teachers had sense of professionalism that they maintained at work which made them manage more themselves even if they felt overwhelmed and burnout at work.

Furthermore, with such findings, based on the statistical analyses of the data, the hypotheses presented in the paper were accepted. There was no significant relationship between job burnout and teachers' attributes and teachers' performance. In this case, the findings might be affected by factors such as their good relationship with the admin within and colleagues. Also, job burnout did not affect teachers' personal attributes and how they performed at work. Nonetheless, this research added additional insight and

understanding of the effect of job burnout on teachers' attributes and performance.

Recommendations

In view of the presented conclusions, the following recommendations are hereby deduced.

1. The school administrators could use the results and findings as a basis for assessing themselves as well in terms of disseminating workloads and special assignments to their teachers, how they can help teachers control themselves in times of stress through one-on-one conference, and the support that they may give to their teachers. In addition to workloads, the findings of this study may be useful to them in ensuring the equal giving of workloads to their teachers. Regarding the community responsibility, the school administrators should investigate programs that will support their teachers' mental health.
2. The teachers may get the help and support of the administration specifically their School Principals and Subject Area Coordinator. Teachers can use the result of this study as how they can improve their coping strategy to stress. It is also recommended that teachers consult or talk at least once a week or month with the school guidance to assess themselves as to how efficient they are at work having some mental health concerns. They can also request for the review of their working load that is shall be divided fairly to all the teachers.
3. The community may still extend its help to the school most especially to the teachers on what programs can they do, so that teachers can avoid burnout feeling at work. They may communicate with the school administrators about the school programs here they can participate or help.
4. Future researchers may also consider qualitatively analyzing data on the teacher's performance such as observing their technique in teaching, classroom management, and how they do the task given to them. They may also include the teachers' ability and attitude towards work, since based on this research, teachers' attributes and performance is not being affected by burnout. They may investigate further on how their attitude; work ethics and sense of professionalism can be affected by job burnout. They can look into further research in a qualitative methodology of how job burnout can affect their work ethics and sense of professionalism at work

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