



# European Journal of Psychology and Educational Research


Volume 6, Issue 3, 157 - 163.

ISSN: 2589-949X

<https://www.ejper.com>

## Work-Related Burnout on Psychological Well-Being among Public School Teachers: Resilience as Moderating Factor

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*Received: July 11, 2023 ▪ Revised: August 28, 2023 ▪ Accepted: September 20, 2023*

**Abstract:** Education being one of the cornerstones of the Philippines, teachers may experience pressure and burnout from carrying the workload and responsibilities of being second to parents being the steppingstone for the development of young children. This study used a moderation analysis research design to examine if resilience moderates the relationship between work-related burnout and psychological well-being. Using a non-probability purposive sampling technique, over 233 Filipino public elementary school teachers from Quezon City, Philippines, participated. Results revealed a substantial negative relationship between psychological well-being and work-related burnout, and a positive relationship exists between resilience and psychological well-being. Furthermore, linear regression analysis showed that work-related burnout negatively predicted psychological well-being. Moreover, this study found that resilience does not moderate the association between work-related burnout and psychological well-being among public elementary school teachers.

**Keywords:** *Elementary education, psychological well-being, public school teachers, resilience, work-related burnout.*

**To cite this article:** Orines, R. D., Dequitos, M. J. S., De Leon, A. Q., Garganera, L. M. S., Lim, R. S. N. A., Macabato, J. T., & Ordonio, M. L. G. (2023). Work-related burnout on psychological well-being among public school teachers: Resilience as moderating factor. *European Journal of Psychology and Educational Research*, 6(3), 157-163. <https://doi.org/10.12973/ejper.6.3.157>

### Introduction

The field of education has received more interest in recent years. The substantial amount of burnout experienced by teachers is among the key factors contributing to this. Throughout the past 20 years, over 30% of teachers have suffered burnout, with corresponding cases in numerous countries meaning there is a global issue with burnout among teachers, and this has been a severe impact on their well-being, financial standing, and level of dedication and happiness with their careers as educators (Freire et al., 2020; Jurado et al., 2019). Studies have claimed that an adverse association exists between burnout and psychological well-being, which implies that teachers with increased symptoms of burnout usually need to make additional adjustments to achieve appropriate standards of productivity, which in turn leads to the decrease or deterioration of their psychological well-being (Burić et al., 2019; Rellon & Chavez Jr., 2021). Despite most teachers' significant level of competency, overall working arrangements are getting more difficult results to a growing and diverse student population, educational changes prioritize inclusiveness for students, efforts to digitize schools, and budget reductions. The task is more likely to foster burnout due to the ongoing introduction of additional needs and hurdles (Salmela-Aro et al., 2019). Burnout is described as an affective condition characterized by emotional fatigue, depersonalization, and feelings of inadequacy (Maslach & Jackson, 1981, as cited in Lawrence et al., 2019).

In the Philippines, education is one of the cornerstones of society that impacts the nation's culture, legislation, and economics. The Department of Education received the most funding in the previous fiscal year's national budget from the General Appropriations Act of 2017; and the second-highest funding in the present fiscal year's General

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Appropriations Act of 2018; to ensure that all Filipinos have access to a free and appropriate education as a fundamental human right (Amorio & Torreón, 2021). While the Philippine educational system reaches out to different learners through a variety of programs, teachers experienced decreased physical and emotional energy because of a heavy workload, extended hours of work, and students' varied contexts, which all have the potential to negatively affect teachers' overall well-being and lead to burnout (Malik, 2019).

According to Diener et al. (2020), psychological well-being has two important aspects (i.e., how much happiness and pleasant sentiments are felt by individuals). These aspects of psychological well-being are described as subjective health, with meaning and purpose being the other significant factor. An employee with healthy psychological well-being has a positive impact on their motivation to work. Therefore, their ability to accomplish the tasks given to them will improve (Kundi et al., 2020). Burnout is the opposite of healthy psychological well-being because of psychological exhaustion or distress. Work burnout makes the energy and productivity lessen from an individual resulting in long-term emotional and motivational drainage in work-related tasks (WebMD Editorial Contributors, 2021). Work burnout is a prevalent issue that arises among individuals experiencing exhaustion in the working condition (e.g., school). Hascher et al. (2021) discovered in a retrospective interview that resilience has a significant association, with moderate to high levels of teachers' psychological well-being. In addition, a previous study found that, given the high levels of burnout among teachers, their psychological resilience was low, indicating that resilience was insufficient to lessen work-related burnout (Polat et al., 2023).

Resilience is a complex method of coping that can be used at any time in an individual's life, particularly whenever a person is faced with difficult circumstances, events, or even tragic ones—and whenever that person easily adjusts to, manages, and recovers from such significant situations (Surzykiewicz et al., 2019; Wagnild & Young, 1993). Teachers can manage professional expectations easily, especially when working in difficult situations, by developing strong resilience and recognizing the connection between resilience and psychological well-being (Hascher et al., 2021). Developing resilience helps teachers manage situations when pressure and stressful environments are present while still promoting excellent teaching performance, regardless of the complex work setting they are in (Yob et al., 2022). Additionally, Fernandes et al. (2019) claimed that increased rates of resilience enable teachers to endure challenging work environments and that resilience may encourage teachers to minimize adverse effects connected with workplace difficulties. On the other hand, García-Izquierdo et al. (2018) found that there is a significant negative relationship between resilience and the exhaustion dimension of burnout. Moreover, prior studies revealed that resilience did not mitigate the detrimental impacts of work-related burnout on mental health, showing that resilience did not moderate the association between psychological well-being and work-related burnout (Brown, 2022; Chen et al., 2022). Teachers must have extraordinary levels of resilience to be successful. They are not only expected to meet academic goals but to foster their students' social and emotional development amid an increasingly demanding workload (Kangas-Dick & O'Shaughnessy, 2020).

This study used the theory of the Job Demands-Resources model developed by Bakker and Demerouti (2007) core premise is that the occupational condition can be generalized as personal resources, job demands, and job resources (Lee et al., 2020). Job demands are interpersonal, managerial, physical, and psychological components that necessitate physical and psychological effort. Job resources are factors within work environments that enable employees to meet work objectives, deal with job expectations, and bear various physical and psychological expenses, which enable individuals to advance and excel in their roles (Collie et al., 2020; Schaufeli & Bakker, 2004). A previous study determined that teachers within the engaged profile group displayed greater control and resilience; they also had personal resources. However, teachers who are in the engaged-burnout group perceive job demands as burdens (Salmela-Aro et al., 2019). The scarcity of information regarding resilience and psychological well-being in the Filipino context, especially among public elementary school teachers, is aimed by the researchers to find new perspectives on the lack of generating research studies about burnout, resilience, and psychological well-being of public school teachers. Therefore, to support prior studies, the present study aims to contribute further evidence regarding the significant relationship between work-related burnout, psychological well-being, and resilience. Moreover, this study aims to determine if resilience can moderate the relationship between work-related burnout and psychological well-being.

## Methodology

### *Design and Participants*

This study utilized a moderation analysis research design. In the analysis, we test whether the association between the predictor variable (i.e., work-related burnout) and the outcome variable (i.e., psychological well-being) depends on the moderator (i.e., resilience). Furthermore, this study used a non-probability purposive sampling method which determines several criteria (e.g., a professional license teacher and teaching in a public elementary school) to get the sample from a population. Over 233 Filipino public elementary school teachers from selected public schools within Quezon City, Philippines, participated in this study. Table 1 presented the demographics of the participants.

Table 1. Socio Demographic Profile of the Public Elementary School Teachers

Demographic Characteristics	Total (n = 233)	M (SD)	%
Gender			
Male	36		14.5
Female	197		85.5
Age		40.27 (10.57)	
Civil Status			
Single	55		23.6
Married	165		70.8
Widowed	9		3.9
Separated	4		1.7
Years of Teaching		13.20 (9.16)	

### Research Instruments

Copenhagen Burnout Inventory (CBI; Kristensen et al., 2005) is a 19-item questionnaire measuring three facets of burnout (i.e., personal burnout, work-related burnout, and student-related burnout). Only the work-related burnout factor is covered and used in this study. Work-related Burnout indicates the respondent's perception of physical and psychological weariness because of his or her job. (e.g., "Is your work emotionally exhausting?"). This subscale measures burnout levels with different assigned response scales: Always (100%), Often (75%), Sometimes (50%), Seldom (25%), and Never/Almost Never (0%) in the first three items. While the response scale of (to a very high degree, to a high degree, somewhat, to a low degree, and to a very low degree) was used in the last four items. A reverse score was done for the last question in the scale (Kristensen et al., 2005). Valencia and De Gracia (2022) validated locally the scale with an excellent internal consistency (Cronbach's  $\alpha = .95$ ). In this study, work-related burnout has an internal consistency reliability yielded Cronbach's  $\alpha = .78$ , and Cronbach's  $\alpha = .65$  on the total test questionnaire.

Connor-Davidson Resilience Scale 10-items (CD-RISC; Connor & Davidson, 2003) is a unidimensional self-report scale that has 10 items. The scale measures resilience or hardiness. (e.g., "I am to adapt when changes occur"). Each item is scored on a 5-point Likert scale (0 = not true at all to 4 = true nearly all the time). The total score is computed by adding all ten items. The scale was locally validated by Aruta (2022) with a reliability index of  $\alpha = .90$ . In this study, internal consistency reliability yielded Cronbach's  $\alpha = .92$ .

Ryff's Scale of Psychological Well-being (PWB; Ryff & Keyes, 1995) is a 42-item scale measuring well-being and happiness; specifically, this scale contains the following six subscales: Autonomy; Environmental Mastery; Personal Growth; Positive Relations with Others; Purpose in Life; and Self-acceptance. (e.g., "I know that I can trust my friends, and they know they can trust me"). The scale contains a 6-point Likert scale (1 = strongly disagree to 6 = strongly agree). Within the scale, 21 items are reverse scored. This scale was validated from Filipino teachers with internal consistency reliability ranging from 0.62 to 0.85 in all six dimensions (Villarosa & Ganotice, 2018). In this study, internal consistency reliability yielded Cronbach's  $\alpha = 0.84$ .

### Data Procedure and Analysis

We obtained approval from the University's Research Ethics Committee and gained permission to conduct studies on their employed teachers from the Republic of the Philippines, Department of Education School Division Office of Quezon City. The approved letter is presented to the Principals/School Coordinators of the selected public elementary school who supervise the public teachers that participated in the study. The informed consent, demographic questionnaire, and test questionnaire (i.e., CBI, PWB, and CD-RISC-10) were obtained through a face-to-face pen-and-paper procedure.

After gathering the data, the Statistical Package for Social Sciences (SPSS ver. 29) was used to analyze the collected data. Multiple correlation coefficient was used to determine the relationship among the variables. At the same time, multiple linear regression was used to determine the predictive relationship between work-related burnout and psychological well-being, and it was also used to determine if resilience can moderate the relationship between work-related burnout and psychological well-being.

Furthermore, upon using Harman's Single Factor Test, the scales showed that common method bias is not an issue with a variance of 21%. This study also analyzed the assumption checks. First, the variation inflation factor scored below 10 on the collinearity statistics. Then, the normality test that uses the Shapiro-Wilk test showed that the gathered data does not follow a normal distribution. But, despite these results, this study was supported by a large number of participants. Lastly, no outliers were identified in this study.

**Results**

Table 2 presented the results of multiple correlation between the variables showed that a significant relationship exists between work-related burnout, resilience, and psychological well-being.

*Table 2. Descriptive Statistics and Correlations between Work-Related Burnout, Resilience, and Psychological Well-being*

	<b>M</b>	<b>SD</b>	<b>1</b>	<b>2</b>	<b>3</b>
1 Work-Related Burnout (CBI)	39.21	16.92	-		
2 Resilience (CD-RISC-10)	30.77	6.54	-.03	-	
3 Psychological Well-being (PWB)	166.21	13.53	-.13*	.52**	-

n = 233, \*\*p < .01, \*p < .05

Results suggested that a significant negative relationship exists between work-related burnout and psychological well-being ( $r = -.13, p < .01$ ). On the other hand, a significant positive relationship exists between resilience and psychological well-being ( $r = .52, p < .01$ ). However, work-related burnout and resilience are not significantly related. Table 3 presented the results of the prediction analysis between work-related burnout on the impact of psychological well-being.

*Table 3. Prediction of Work-Related Burnout on Psychological Well-being*

<b>Predictor</b>	<b>Estimate</b>	<b>SE</b>	<b>95% CI</b>		<b>t</b>	<b>p</b>
			<b>LL</b>	<b>UL</b>		
Intercept	170.41	2.23	166.02	174.79	76.58	< .001
Work-Related Burnout	-.11	.05	-.210	-.004	-2.05	.041

CI = Confidence Interval; LL = Lower Limit; UL = Upper Limit

The ( $R^2 = .02$ ) revealed that the predictor explains the 2% variance in the outcome variable with  $F(1, 231) = 4.21, p < .05$ . The findings revealed that work-related burnout negatively predicted psychological well-being ( $\beta = .13, p < .05$ ). Table 4 presented the results on moderation analysis of resilience between work-related burnout and psychological well-being.

*Table 4. Moderation of Resilience between Work-Related Burnout and Psychological Well-being*

	<b>Estimate</b>	<b>SE</b>	<b>95% CI</b>		<b>p</b>
			<b>LL</b>	<b>UL</b>	
Work-Related Burnout	-1.56	.75	-3.03	-.08	.038
Resilience	7.00	.75	5.53	8.48	<.001
Work-Related Burnout x Resilience	.45	.66	-.85	1.75	.495

n = 233, CI = Confidence Interval

The ( $R^2 = .28$ ) revealed that the predictors explained 28% variance in the outcome variable with  $F(3, 229) = 29.75, p < .001$ . The findings revealed that work-related burnout ( $\beta = -.11, p < .05$ ) and resilience ( $\beta = .52, p < .001$ ) predicted psychological well-being. However, work-related burnout x resilience is significantly not associated in predicting psychological well-being. Findings show that resilience does not moderate the relationship between work-related burnout and psychological well-being.

**Discussion**

This study sought to evaluate whether there was a statistically relevant association between the variables and whether resilience could moderate the association between work-related burnout and psychological well-being. Results revealed a significant relationship between work-related burnout, resilience, and psychological well-being. Work-related burnout has a weak negative relationship with psychological well-being. The teachers' psychological well-being deteriorates when they encounter higher burnout at work. It also shows that when presented with work overload that leads to adjustment in the workplace, the teachers' well-being is affected. On the contrary, when the teachers' psychological well-being improves, they experience less work burnout. It also signifies that they already adapted to their workload or found possible strategies to address their work-related burnout. Previous studies support these findings. It showed an inverse association between burnout and psychological well-being that supported these findings, which signifies that teachers' mental health declines due to work burnout (Rellon & Chavez Jr., 2021). Another study demonstrated that work-related burnout adversely affects the psychological well-being of elementary and high school teachers (Liao et al., 2023). Teachers who exhibit higher burnout symptoms often need to make more modifications to meet adequate productivity levels, which decreases their psychological well-being (Burić et al., 2019). On the other hand, results revealed a moderate positive relationship exists between resilience and psychological well-being. Teachers who are resilient in times of challenges can maintain or increase their level of psychological well-being. If teachers have difficulty adapting amidst adversities, their psychological well-being decreases. Previous studies support

this finding stating that resilience has a higher or lower positive relationship with the overall well-being of teachers (Brouskeli et al., 2018). Hascher et al. (2021) claimed that resilience maintains or increases teachers' well-being. Developing resilience among teachers to promote or sustain psychological well-being in times of extreme burnout should be taken for the framework and organizational character of the profession of teaching, which includes educational administration and environment, along with personal teacher inclinations (Ainsworth & Oldfield, 2019). Moreover, results revealed a negative association between work-related burnout and psychological well-being. It implies that work-related burnout negatively predicts psychological well-being. It identifies that when teachers experience workplace stress, such as increased administrative tasks, student-related problems, or adjustment to teaching approaches, it negatively affects their psychological well-being. This finding was supported by previous studies implicating a negative association between teachers' psychological well-being and work burnout (Chia-Lin & Chang, 2022; Moradi et al., 2022).

Our study showed that a substantial relationship exists between all the variables and work-related burnout has a negative association with psychological well-being. Therefore, this study used multiple regression analysis to evaluate whether resilience can moderate the negative association between work-related burnout and psychological well-being. The model suggested that the interaction of work-related burnout and resilience is not associated with psychological well-being. The negative association between work-related burnout and psychological well-being is not moderated by resilience, which implies that even if the teacher is resilient, the negative relationship between work-related burnout and psychological well-being is not affected. Teachers who experience work-related burnout may have a decreased level of psychological well-being. Being resilient is one of the strategies teachers may explore to minimize the adverse effects of work-related burnout. However, this study shows that resilience cannot affect the negative impact of work-related burnout on psychological well-being. Resilience did not weaken the negative association of work-related burnout on psychological well-being, which was supported by a previous study that stated resilience is not a variable that moderated the relationship between the two (Brown, 2022; Chen et al., 2022). Additionally, a previous study showed an insignificant association between resilience and work-related burnout (Ardiani & Qatrunnada, 2021). It implies that even if Filipino teachers are resilient, it cannot assure that the work-related burnout they are experiencing decreases.

### **Conclusion**

In conclusion, work-related burnout negatively impacts psychological well-being, indicating that teachers who experience high levels of work-related burnout are susceptible to having a lower level of psychological well-being. Secondly, resilience positively impacts teachers' psychological well-being implying that their capabilities in handling stressful situations can help sustain their psychological well-being. Lastly, this study found that resilience is an insignificant factor in moderating the relationship between work-related burnout and psychological well-being, indicating that even if the teachers are resilient, it does not affect the negative impact of work-related burnout on their psychological well-being. If the teachers experience burnout at their workplace and it reduces their psychological well-being, having resilience is not enough to minimize burnout or help increase their psychological well-being.

### **Recommendations**

Therefore, as a recommendation, this study can help future researchers investigate another perspective on the relationship between variables, such as prediction and mediation analysis. It is suggested that future studies examine the relationship between these variables in other field areas, such as government organizations and private institutions (e.g., social workers, organizational employees, etc.). Moreover, future researchers can also explore the variables on a comparative study approach that focuses on their age, gender, or years of teaching experience.

Furthermore, this study recommends exploring or developing effective intervention programs that promote different strategies for handling work-related burnout to increase the level of psychological well-being among teachers. Additionally, another program is recommended that focuses on teacher supervision to provide job resources that build engagement and assist teachers in successfully coping with work demands and burnout (Burić et al., 2019; Leiter & Maslach, 2015). The suggested programs can help teachers explore different strategies to adapt and adjust to their workplace when experiencing burnout.

### **Limitations**

The present study identified the moderation analysis of resilience between work-related burnout and psychological well-being. However, the limitations of the study are acknowledged. First, this study solely focused on the viewpoint of Filipino teachers with no other nationalities and is limited only to one of the urban cities (i.e., Quezon City) in the Philippines. Secondly, teachers differ in their academic backgrounds, years of teaching experience, and work in different educational settings. Additionally, it solely focuses on the viewpoints of public elementary school teachers and not on other academic program levels. Lastly, this study focused only on work-related burnout and no other domains of burnout.

### Authorship Contribution Statement

Orines: Conceptualization, design, data analysis and interpretation, editing/reviewing, final approval. Dequitos, De Leon, Garganera, Lim, Macabato, & Ordonio: Writing/editing (introduction, methodology, discussion, conclusion, limitations, and recommendations), data gathering, analysis, and interpretation.

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