A MODERATION ANALYSIS BETWEEN PSYCHOLOGICAL WELL-BEING AND BURNOUT OF SELECTED EDUCATORS IN THE PHILIPPINES

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ABSTRACT

The psychological, emotional, and physical state of teachers is very much important since it can have a great impact on students’ learning and well-being as well. However, it usually requires long working hours, larger class sizes, with decreased time, and energy which may eventually result to burnout causing other unprecedented consequences. The researchers wanted to identify if there is there is a relationship between psychological well-being and the different dimensions of burnout and if such relationships were moderated by specific demographic variables. The researchers employed a set of questionnaires online to measure the desired variables. The sample was composed of n=150 educators and used the Pearson correlation, Point biserial correlation, and multiple regression via Process by Andrew Hayes to analyze the data. Gender ($\beta=0.12^*$) and Salary range ($\beta=0.15^*$) provided a significant moderation effect between the predictor and outcome variables. It was found out that being a male ($\beta=-0.19^{**}$) produces less effect in decreasing the negative relationship that between Psychological Well-Being (PWB) and Emotional Exhaustion (EmoEx) and that earning a higher salary per month ($\beta=0.18^{**}$) improves the relationship between Psychological Well-Being (PWB) and Personal Accomplishment (PerAcc). However, no moderator was identified between Psychological Well-Being (PWB) and Depersonalization. Being a male educator makes someone less prone in experiencing Emotional Exhaustion (EmoEx) and earning a higher salary may improve one’s sense of Personal Accomplishment (PerAcc) in relation to their Psychological Well-Being (PWB). Hence, psychological well-being can predict burnout the relationship may be buffered by gender and may be enhanced by salary range.

Keywords: Psychological Well-Being, Burnout, Educator, Filipino, Moderation Analysis
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INTRODUCTION

Emotions in the workplace have been a great interest among researchers and theorist. Hoschild (as cited by Grandey, 2000) defined emotional labor as managing emotions for a wage. It may involve faking, enhancing or suppressing emotions to modify emotional expression. Emotions are managed to response to the display rules for the organization or job (Grandey, 2002).

Teaching as a profession entails high level of work-related stress, (Kim, 2016). Teaching is one among the human-service occupations that requires constant and dynamic interactions among their clientele (students, co-workers, supervisors and parents) on a daily basis. Frequent interaction with people can be tiring by itself but such interaction may cause the employees to regulate their emotional expressions in mandated ways, (Grandey, 2002).

The Philippines is one among the many countries that recognizes the importance of education that, there is a high pupil-teacher ratio. Philippine teachers are overworked. With long working hours, larger class sizes, the teachers unlikely to have the time, energy and opportunity for professional development. In addition, the lessons plan they are preparing on a daily basis considering that the curriculum is changing too often. Filipino teachers are underpaid, their salaries are stagnant and cannot keep pace with the inflation. One can say that Filipino teachers have a dismal status, that most of them leave the country for a better opportunities and more secured job. (Albert, 2013).

Furthermore, Filipino teachers wears many hats, they are not only teaching, but they also do counselling or student consultation, communicating with parents and supervisors, managing their classrooms and taking care of trivial things to serious matters that happens daily in and out of school. The various challenges in the working conditions at school can cause job dissatisfaction, stress, and burnout among teachers.

The psychological, emotional, and physical state of teachers is very much important because it can have a great impact on students’ learning and well-being as well as to the entire school system, hence this study will not only add to the limited number of literatures regarding well-being among educators but also it may open the realization of the working conditions, emotional status and the need for the preservation of well-being of Filipino teachers.

Hence, the researchers developed the interest about the relationship between burnout, its specific domains, and psychological well-being. Furthermore, the researchers want to identify the different moderators the affects the relationship between the burnout domains and psychological well-being. This would give the researchers and the public a better understanding about the relationship between the burnout experienced by educators and their current psychological wellbeing.
MATERIALS AND METHODS

Research Design

The researchers employed an online survey method by uploading the demographic, the Maslach Burnout Inventory, and the Ryff’s Psychological Well-being Scale questionnaires to gather the necessary data. Also, it utilized a quantitative technique since the data collected were all numerically represented and were statistically analyzed. In relation, the researchers will initially conduct a correlational analysis between the variables using Pearson correlation, followed by a hierarchical multiple regression analysis to analyze the moderation effects. Furthermore, the explanatory cross-section approach guided the researchers on how data collected will be treated and interpreted. The data will further explain the existing relationship between the burnout and psychological well-being. It will increase our understanding about the aspects or variables that might affect the strength and direction of the existing relationship between psychological well-being and the burnout dimensions.

Participants

The respondents were gathered using an online survey form through Google forms sent and posted to different media and email addresses that directly target educators in the Philippines. The respondents who successfully completed the online survey were composed of 150 educators, with age ranges from 16 to 56 years ($M=30.72, SD=9.62$). Most of the respondents were college graduates (53.00%), followed by respondents who finished their master’s degree (41.00%), while few of them already obtained their doctorate degree (3.00%) and the remaining (3.00%) finished vocational courses. Most respondents (64.00%) where from Region 4 (CALABARZON) area, followed by respondents (19.00%) from Region 13 (NCR), and the remaining (17.00%) where distributed from Region 2 (Cagayan Valley), Region 5 (Bicol Region), Region 6 (Western Visayas), Region 7 (Central Visayas), Region 9 (Zamboanga Peninsula), and Region 17 (MIMAROPA).

On the other hand, most respondents were currently teaching senior high school students (37.00%), followed by teachers who were junior high school faculties (24.00%), and then by college professors (23.00%). Some are currently teaching in elementary level (11.00%), few were assigned to teach at pre-schools (4.00%) and the remaining (1.00%) were teaching at the graduate school. In relation, most of them were full-time educators (85.00%) while the remaining respondents (15.00%) were part-time educators. Moreover, most (62.00%) educators are currently connected with private institutions while some (62.00%) are connected with public institutions. The number of years teaching ranges from 1 to 31 years ($M=7.29, SD=7.01$), with the number of hours per week spent in teaching ranges from 2 to 80 hours ($M=24.58, SD=13.98$).

Instruments

To measure the different variables involved within the study the researchers will utilized the following questionnaires:
1. Demographic Questionnaire – a survey questionnaire that was used by the researchers to collect different demographic information needed for the research. This questionnaire provides information regarding the respondents’ age, gender, their educational attainment, teaching grade level, employment status, teaching status, monthly salary range, type of institution involved, years of teaching experience, number of hours per week spent in teaching, and the region where they are working.

2. Ryff’s Psychological Well Being Scale – A 42 item scale primarily developed by Dr. Carol Ryff and Keyes that measures the level of psychological wellbeing through the different components such as autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance. Validity was established by obtaining a positive correlation with previous measures of well-being that includes the Affect Balance Scale and the Life Satisfaction Index. Also, a negative correlation was obtained when correlated to Zung’s Depression Scale which implies a good divergent validity. The internal consistency of the scale ranges from 0.86 to 0.93 and a score that ranges from 0.81-0.88 for the test-retest reliability over a six-week period (Ryff, 1989). Scores obtained through the RPWB for this research was interpreted based on the established norms from the sample. The placement of respondents in high, moderate, and low categories of psychological well-being among educators was based on the following range of scores.

<table>
<thead>
<tr>
<th>Psychological Well Being</th>
<th>Psychological Well Being</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>42 – 172</td>
</tr>
<tr>
<td>Moderate</td>
<td>173 – 211</td>
</tr>
<tr>
<td>High</td>
<td>212d above</td>
</tr>
</tbody>
</table>

3. Maslach Burnout Inventory – Educators Survey – A 22 item inventory primarily developed by Christina Maslach and Susan Jackson that measures the level of burnout through the three burnout dimensions which includes emotional exhaustion, depersonalization, and personal accomplishments with questions more appropriate for teachers and educators. Different factor analytic studies (Iwanicki & Schwab, 1981) supported its reliability providing a Cronbach alpha of 0.90 for emotional exhaustion, 0.76 for depersonalization, and 0.76 for personal accomplishment while Gold (1984) reported 0.88, 0.74, and 0.72 for each domain. The instrument’s convergent validity was established in three ways first by correlating MBI-ES scores with behavioral ratings provided by an independent individual \((r = -0.28 - 0.50, p<0.05)\), second by correlating with the presence of job characteristics that were expected to contribute to experienced burnout, and was correlated to various outcomes that were hypothesized to be related to burnout with a negative correlation of \(r = -0.22\) to \(-0.23\) for depersonalization and emotional exhaustion and a positive correlation of \(r = -0.22\) for personal accomplishment. Further evidence for discriminant validity were obtained by distinguishing it from measures of other psychological variables that presumed to affect burnout (Maslach, et. al, 1981). Scores obtained through the MBI-ES for this research
was interpreted based on the established norms from the sample. The placement of respondents in high, moderate, and low categories of burnout among educators was based on the following range of scores on each dimension.

Table 2. The Norm Interpretation Table and Verbal Interpretation of the Dimensions of the Maslach Burnout Inventory

<table>
<thead>
<tr>
<th>Burnout Level</th>
<th>Emotional Exhaustion</th>
<th>Depersonalization</th>
<th>Personal Accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>0 – 15</td>
<td>0 – 4</td>
<td>41 and above</td>
</tr>
<tr>
<td>Moderate</td>
<td>16 – 30</td>
<td>5 – 12</td>
<td>32 – 40</td>
</tr>
<tr>
<td>High</td>
<td>31 and above</td>
<td>13 and above</td>
<td>0 – 31</td>
</tr>
</tbody>
</table>

**Procedures**

The researchers answered the different research problems by going through the set of procedures below:

Step 1: The researchers asked for permission to the developers of the Maslach Burnout Inventory and the Ryff’s Psychological Well Being Scale that were used for to collect the psychological variables from the respondents.

Step 2: The researchers developed a demographic questionnaire that will give the researchers enough information about the respondents age, gender, their educational attainment, teaching grade level, employment status, teaching status, monthly salary range, type of institution involved, years of teaching experience, number of hours per week spent in teaching, and the region where they are working.

Step 3: An informed consent form was developed by the researchers to ensure that the participating respondents agreed to the terms and conditions of their participation on the research.

Step 4: The researchers uploaded the informed consent and the questionnaires through Google forms to provide a better access for the target respondents.

Step 5: The access for the survey questionnaires were made available from October to November 2018 for data collection.

Step 6: The data collected from October to November 2018 were downloaded, organized, and were analyzed.

**Statistical Treatment**

The researchers utilized the following statistical tools in order to analyze the data collected using a 95% confidence interval to answer the different research questions.

1. Pearson Correlation – the Pearson correlation was used in order to analyze the existing relationship between the different dimensions of the Maslach Burnout Inventory which includes the Emotional Exhaustion, Depersonalization, and Personal Accomplishments with the Psychological Well-being of the respondents.

2. Point Biserial Correlation – the point biserial correlation was used in order to correlate the different demographic variable specifically gender, employment status, and salary range which are all nominal in nature to the predictor which is the psychological well-being and outcome variable of the study which includes emotional exhaustion,
depersonalization, and personal accomplishment dimension of burnout which are all obtained in a ratio scale.

3. Chi-square Analysis – the chi-square analysis was used in order to correlate different demographic variables which includes gender, employment status, and salary range to each other which are all nominal in nature.

Multiple Regression Analysis via Process by Dr. Andrew Hayes – the multiple regression analysis via Process by Dr. Andrew Hayes was used in order to analyze how the existing moderation effects of gender, employment status, and salary range affects the existing relationship between psychological well-being and the different dimensions of burnout which includes the emotional exhaustion, depersonalization, and personal accomplishment dimension. The researchers utilized Model 1 of Process Analysis and a 1000 number of bootstrap samples. Furthermore, means were centered and HC3 by Davidson and MacKinnon was used as an estimator of heteroscedasticity consistent standard error and covariance.

RESULTS AND DISCUSSIONS

This section describes the relationship between the data collected by the researchers, its results, and the existing literature and studies gathered by the researchers.

Based on the collected data most respondents who participated on the study were female constituting 70.00% of the overall sample. Also, 61.00% of the sample are permanently employed while the remaining are either probationary or contractual employees. In addition, most of respondents are receiving a salary from 20,001 to 40,000 which can be categorized within the average category followed by those who are earning less and the least number of respondents are the high earners.

In relation, the data shows that most respondents has a moderate level of psychological wellbeing which implies that the participating educators has a positive appraisal towards their current status based on the definition of Schilling (2015). In relation, since most respondents only has an average level of psychological well-being they also obtained an average level of burnout which connotes that they remained susceptible to the different manifestations of burnout such as emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach, 1996). Also, Santini (2004 as cited from Sinott, et. al., 2004) described such people to have experience emotional tension due to an exhaustive direct contact with the recipient of their services.

A significant negative relationship was found to have existed between psychological well-being and the two dimensions of burnout specifically emotional exhaustion and depersonalization. On the other hand, a significant positive correlation between psychological well-being and personal accomplishment was also identified. Such findings were supported other researches (Mulholland, 2015; Elliot & Daley, 2013; and Howard, 2008) which states that a person’s well-being inversely affects the identified symptoms and manifestations of burnout. Wherein, people who experience a higher level of psychological well-being may decrease their susceptibility in experiencing emotional exhaustion and depersonalization. And people with an adequate level of psychological well-being increases one’s sense of personal accomplishment.
Furthermore, psychological well-being was found as an effective predictor variable of emotional exhaustion. In relation, gender was identified as a buffering moderating variable between the two. The results indicated that females tend to experience more emotional exhaustion than males even if they have are experiencing enough level of psychological well-being. Such results were supported by previous researches (Stowe, 2016; Serin & Balkan, 2014; Rubino, 2013; Jones 2012; Sign, 2010; Ronen & Pines, 2008; and Weckwerth & Flynn 2006;) which indicates that females may experience more symptoms of burnout than men, that they react more negatively to stressful situations, and may have lower levels of psychological well-being than their male counterparts. This finding disconfirms the findings that male teachers tend to experience more burnout than females (Tumkaya, 1996).

On the other hand, although psychological well-being serves as an effective predictor of depersonalization, employment status failed to provide a significant interaction effect between the existing relationships. Which contradicted the results drawn from the previous researches that concluded that an experience of insecure employment may lead to higher levels of psychological distress (Flint, 2013). Nevertheless, the data suggests that employment security may still serve as buffering moderating variable between psychological well-being and depersonalization whereas those people who are secured with their job are less likely to experience depersonalization when compared to their unsecured counterparts.

Moreover, psychological well-being was identified as a good predictor of a sense of personal accomplishment. In addition, salary received monthly may enhance the relationship between the two. The data connotes that as an educator receives a higher salary per month the more it can enhance the relationship between psychological well-being and personal accomplishment. This means that when a person is experiencing psychological well-being, they may experience a higher sense of personal accomplishment if they are receiving more monetary compensation per month. Such results were supported by the previous researches wherein they identified employees who receive a higher level of salary also reported a higher level of psychological well-being and are less likely to experience burnout (Holstein, 2008; Aaron, et. al.,2005; and Bakan, 2013). In contrast, Galinsky (2012) believed that the satisfaction of an employee is highly dependent on workplace support regardless if the employee has a high or low income.

CONCLUSIONS

This part of the research talks about the conclusions provided by the researchers to answer the stated problems. It was primarily based from the reviewed literature, collected data, statistical analysis, and discussions above.

1. The researchers rejected the null hypothesis and concluded that psychological well-being has a moderate relationship on the different dimensions of burnout. There is a negative correlation between psychological well-being and emotional exhaustion, a negative correlation between psychological well-being and depersonalization, and a positive correlation between psychological well-being and personal accomplishment.

2. The researchers rejected the null hypothesis and concluded that Gender significantly acts as a buffering moderator between the relationship of psychological well-being and
the emotional exhaustion dimension of burnout. The negative relationship between psychological well-being and emotional exhaustion is better on males than on females.

3. The researchers retained the null hypothesis and concluded that Employment Status failed to act as a significant moderator between the relationship of psychological well-being and depersonalization. Hence, the difference between the effects of each level of employment status is not significant.

4. The researchers rejected the null hypothesis and concluded that Salary Range significantly acts as an enhancing moderator between the relationship of psychological well-being and personal accomplishment. Therefore, as an educator obtains a higher salary the more it enhances the positive relationship between psychological well-being and personal accomplishment.

**LITERATURES CITED**

**Psychological Well-being**

Kathryn Schilling (2015) psychological well-being is defined as an appraisal of one’s life where a person gives conscious evaluative judgments about one’s satisfaction with life as a whole. Based on Sarkova study of Psychological Well-Being and self-esteem in Slovak adolescent’s Psychological well-being and self-esteem as aspects of mental health Adolescents’ psychological well-being and self-esteem can be interpreted as indicators of the adaptive emotion regulation which is crucial for ongoing developmental processes in adolescence (Galambos & Costigan, 2003). In the past as well as in recent years a number of studies and reports concentrating on various dimensions of mental health in adolescence, including psychological well-being and self-esteem, have been published (Jahoda, 1958; Taylor & Brown, 1988; Kling et al., 1999; Anderman, 2002; Konu & Rimpelä, 2002; Trzesniewski et al., 2006; Costello et al., 2008; Currie et al., 2008).

**Burnout**

Freudenberger (1974) and Maslach (1976) recognized burnout was experienced due to the rapid change in social relationships. Kacmaz (2005) defines job burnout as the individual’s failure in focusing on the job, being reluctant to do the job and lack of interest in the job and adds that job burnout affects the quality of the output. For teachers, burnout can result from issues such as insecurity in the profession, health problems, bureaucratic obstacles and conditions related to the working environment, teaching students who lack motivation, time pressure and workload, coping with change, fear of negative evaluation, dealing with colleagues, role conflict and ambiguity, and poor working conditions (Yazıcı, 2009). Emerging issues of concern in the teaching profession are attrition rates and burnout levels. Ewing and Smith (2003) reported that between 25% and 40% of beginning teachers in countries in the Western World are leaving teaching or they are burned out. Scholars define teacher burnout as a condition caused by depersonalization, exhaustion and a diminished sense of accomplishment Schwab et al. (1986).
**Psychological Well-being & Burnout**

Teachers well-being and competence had been related with greater job satisfaction and love for the institution. Factors such as stress, burnout, work overload, and job dissatisfaction contribute to teacher attrition while factors such as, administrative support, reasonable role expectations, and decreased workplace stress contribute to teachers' intention to stay in teaching. Most studies focused on the effects of burnout on psychological well-being whereas most research concluded that a negative association between burnout domains exists (Burke, Koyuncu, & Fisenbaum, 2010). According to the studies conducted by Mulholland (2015) well-being is associated with lower levels of emotional exhaustion and a higher level of personal accomplishments.

**Gender, Psychological Well-being & Burnout**

Due to the inconsistent findings of most of the research work on burnout experiences in gender related studies; some studies reported that women suffer more from burnout than men (Weckwerth & Flynn 2006; Ronen & Pines, 2008). A study conducted by Adekola (2012) on university non-teaching staff to find out whether gender has an effect on the experience of burnout; the study revealed that there was no significant difference in the levels of emotional exhaustion and reduced personal accomplishment of both male and female staff. However, it was confirmed also that male staff experienced higher level of depersonalization than their female counterparts. The research of Rubino, (2013) which says that vulnerability to burnout is impacted by the traditional gender roles that still exists within the society. Stowe (2016) further explored that females are more likely to experience burnout than males which was based on the study conducted by Gutherie and Jones (2012) whereas females respond more negatively to stressful situations. Singh (2010) in his study investigate total 132 teachers' wellbeing and concluded that majority of high school teachers have above average well-being. Significant gender difference was found in general well-being among high school teachers. Male teachers scored high on well-being than their female counterparts.

**Employment Status, Psychological Well-being & Burnout**

Researchers found that experiencing a spell of insecure employment, unemployment, permanent sickness or other inactivity, led to significantly higher levels of psychological distress among participants compared to when they were in secure employment. Bitmis and Ergeneli (2015) found out that psychological capital is negatively related to burnout and that job insecurity mediates the negative relationship between the two variables.

**Monthly Income, Psychological Well-being & Burnout**

The inability to provide for one’s family despite working full time could be a significant source of stress. Financial strains are considered stressful, especially for individual with low-income or even individuals who are unemployed (Okechukwu, 2012). Employees with lower income, high and low work load are salient stressors in the daily lives of low-wage working employees (Pines, 2013). Aron et al. (2005) added that the main sources of burnout in teachers are unsatisfactory salaries, dissatisfaction with general facilities and physical environment, unsatisfactory social environment for students, an overload of teaching and administrative assignments, discipline problems
related to increased violence in the school setting, and a few opportunities for teacher interactions. Bakan (2013) enunciated that employees that reported high levels of satisfaction are due to the fact that they are motivated by receiving high income. A study of Bond and Galinsky (2012) is a workplace that offers more support and provide higher quality jobs contribute to the income satisfaction of an employee regardless if the employee has low or high income.