

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, teaching usually requires long working hours, larger class sizes, with decreased time, and energy which may eventually result to burnout causing other unprecedented consequences. Using a descriptive-correlational technique the researchers aimed to identify if 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 online questionnaires to measure the desired variables. The sample was composed of N=150 educators, with 45 male and 105 female respondents coming from the different regions of the Philippines with ages 16 and above. Pearson correlation, Point bi-serial correlation, and multiple regression via Process by Andrew Hayes were utilized 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 between Psychological Well-Being (PWB) and Emotional Exhaustion (EmoEx). 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 and the relationship may be buffered by gender and may be enhanced by salary range.

Index Terms - Burnout, Employment Status, Filipino Educators, Gender, Moderation Analysis, Psychological Well-being, Salary Range, Teaching,

1 INTRODUCTION

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 on a daily basis. However, frequent interaction with people can be tiring which can then lead to employees regulating their emotional expressions in mandated ways, (Grandey, 2002).

The Philippines is one among the many countries that recognizes the importance of education. However, there is a high pupil-teacher ratio which results to teachers being overworked. With long working hours, larger class sizes, the teachers unlikely to have the time, energy and opportunity for persona and professional development. Filipino teachers are underpaid; their salaries are stagnant, which cannot keep pace with the inflation. A researcher claimed that Filipino teachers have a dismal status that most of them leave the country for a better opportunities and more secured job, (Albert, 2013).

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 moderating factors that would influence 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.

The researchers used the theory of Ryff and Keyes (1995) about psychological well-being. Ryff and Keyes' model of psychological well-being provides a powerful framework through which to analyze and organize one's life, and to generate ideas about how to live better. It involves different domains which include the autonomy which talks about someone's independence, environmental mastery which refers to one's sense of competence, personal growth refers to the need for continuous development, positive relations which talks about having a satisfying relationship, purpose in life for self-directedness, and self-acceptance for one's positive attitude towards him/her.

The researchers also guided by the burnout theory of Maslach and Jackson (1989) that described burnout as a psychological syndrome of emotional exhaustion which are usual-

ly experienced by people who believes that they are not able to provide themselves with the right psychological need. Also, the depersonalization dimension which is highly related to emotional exhaustion talks about how someone can develop cynical attitudes and feelings about one's clients or benefactor. The third dimension was a reduced personal accomplishment which refers to someone's tendency to assess one's self in a negative way, especially when related to the services offered to the clients or benefactors. Such consequences of burnout are serious problems that may be experienced by people working from a various profession who are delivering services to other people.

The theory of Lazarus and Folkman (1984) was also used which is about the transactional theory of stress and coping wherein stress was viewed as a function of the interaction between the person, his systems, cognition, psychological, physiological, and environmental condition.

Psychological well-being was based on a multidimensional model which is composed of six domains that includes self-acceptance, personal growth, purpose in life, positive relations with others, environmental master, and sense of autonomy (Ryff, 1995). Researchers (Howard, 2008; Elliot & Daley, 2013; and Mulholland, 2015) found out that this measure is negatively correlated to burnout that was described as a syndrome of emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment experienced at work. However, other researches focused on how burnout affects well-being (Burke, et. al., 2010).

Different researchers also found out that gender, employment status, and income influences both psychological well-being and burnout. Whereas, research says that females are more vulnerable in experiencing burnout than males (Stowe, 2016; Guthrie & Jones, 2012) and males has higher scores on psychological well-being. Others found out that unsecured employment increases one's vulnerability to burnout (Schaufeli, et. al., 2009) and that it also had a negative effect on one's psychological well-being. Likewise, people who has a lower income tend to have a lower psychological well-being and a higher burnout level as compared to their high income counterparts (Pines & Hill, 2013). While other researches disputed the results cited above (Tumkaya, 1996).

2 METHODOLOGY

2.1 Research Design

Through a survey the researchers collected the necessary data from the target population. In relation, the researchers initially conducted a correlational analysis between the variables, followed by a hierarchical multiple regression via Process by Andrew Hayes to identify the moderating factors. Furthermore, the exploratory cross-section approach guided the researchers on how data collected will be treated and interpreted. The data provided a better understanding about the existing relationship between the burnout and psychological well-being.

2.2 Participants

The respondents who successfully completed the 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%), were from Region 4 (CALABARZON) area, were currently teaching senior high school students (37.00%), are full-time educators (85.00%), are connected with private institutions (62.00%), with a number of years teaching that ranges from 1 to 31 years ($M=7.29$, $SD=7.01$), whereas their number of hours per week spent in teaching ranges from 2 to 80 hours ($M=24.58$, $SD=13.98$).

2.3 Instruments Used

A demographic questionnaire was utilized in order to gather data 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. Also, the Ryff's Psychological Well Being Scale by Dr. Carol Ryff and Keyes was administered in order to measure the level of psychological wellbeing and its components. In addition, the Maslach Burnout Inventory – Educators Survey 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.

3 RESULTS

The respondents who participated on this research was composed of mostly female educators (70.00%), were permanent employees (61.00%), and receives a salary that ranges from 20,001 to 40,000 pesos per month (53.00%). Also, most respondents obtained a moderate score on the measures of Psychological Well-being (50.00%), Emotional Exhaustion (50.00%), Depersonalization (46.00%), while most obtained a high score on the Personal Accomplishment (53.00%) domain.

Through correlational analysis the data shows that there is a moderate negative correlation between subjective well-being and the two dimensions of burnout specifically emotional ex-

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haustion and depersonalization with an $r = -0.52$ and $r = -0.60$ with a $p < 0.01$ respectively. On the other hand, psychological well-being has a moderate positive correlation on the third dimension of burnout which is the personal accomplishment dimension obtaining an $r = 0.53$ with $p < 0.01$ value. On the other hand, with regards to the demographic variables included gender employment status obtained a low positive correlation with each other with an $r = 0.23$ with $p < 0.01$. Nonetheless, the respondents' salary range appeared with a low positive relationship with regards to psychological well-being and a low negative relationship with the depersonalization dimension of burnout.

Gender, psychological well-being, and the interaction between gender and psychological well-being predicts the emotional exhaustion dimension of burnout with an $R^2 = 0.28$. The interaction between gender and psychological well-being provides a significant prediction of emotional exhaustion ($p < 0.05$) wherein the interaction resulted in increase of 0.12 units in emotional exhaustion. Hence, psychological well-being is negatively related to emotional exhaustion and gender significantly buffers the existing relationship. For the female respondents, the result shows that the inverse relationship between psychological well-being and emotional exhaustion weakens by 0.31 units. On the other hand, for the male respondents, the results shows that the inverse relationship between the predictor and outcome variables decreases by 0.19 units only. This means that the influence of psychological well-being on emotional exhaustion is weaker for females than on males (See Fig. 1).

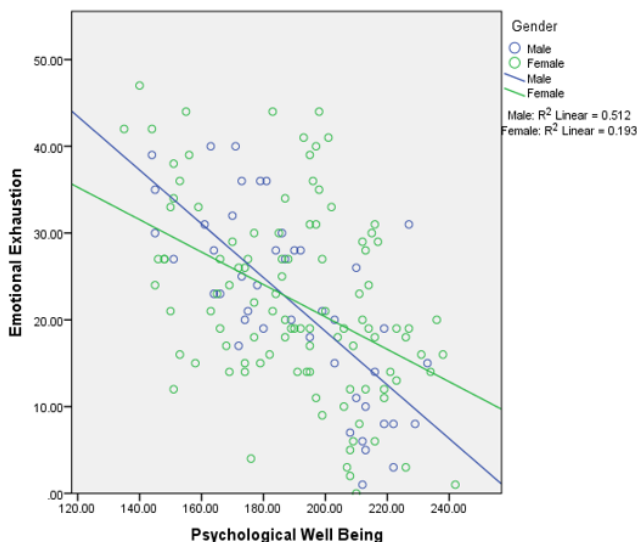


Fig. 1. The Moderation Effect of Gender between the Relationship of Psychological Wellbeing and Emotional Exhaustion

Employment status, psychological well-being, and the interaction between employment status and psychological well-being predicts the depersonalization dimension of burnout with an $R^2 = 0.37$. However, the interaction between employment status and depersonalization failed to establish a significant predictive power ($p > 0.05$). Hence, although psychological well-being is negatively related to depersonalization, employment status failed to moderate the relationship at 0.05 significance level.

Salary range, psychological well-being, and the interaction between salary range and psychological well-being predicts the personal accomplishment dimension of burnout with an $R^2 = 0.32$. The interaction between salary range and psychological well-being produced a significant effect ($p < 0.05$) wherein the interaction produces an increase of 0.15 units in the personal accomplishment dimension. Hence, psychological well-being is positively related to personal accomplishment and salary range significantly enhances existing relationship. Those respondents who are receiving more than 40,000 a month who were classified as high earners has obtained the highest effect as it improves the relationship between psychological well-being and personal accomplishment by 0.18 units. Also, those respondents who are currently earning 20,001 to 40,000 a month or those who are classified as average earners, improves the relationship by 0.13 units. Lastly, respondents who are earning less than 20,000 a month who are classified within the low-level earners, improves the relationship between the predictor and outcome variable by 0.08 units only. Which means that as the salary received by an individual increase it further improves the relationship between the psychological well-being and personal accomplishments (See Fig. 2).

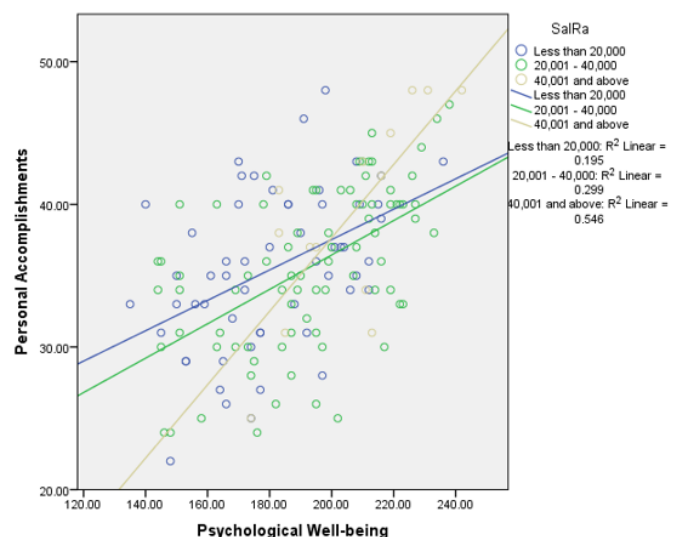


Fig. 2. The Scatter Plot for the Moderation Effect of Salary Range between the Relationship of Salary Range and Personal Accomplishment

4 DISCUSSIONS

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 are experiencing enough level of psychological well-being. Such results were supported by previous researches (Stowe, 2016; Serin & Balkan, 2014; Rubino, 2013; and Jones 2012) 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. 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 (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.

The researchers concluded that most of the selected Filipino educators are experiencing moderate levels of psychological well-being, emotional exhaustion, and depersonalization while having a high sense of personal accomplishments. Also, the psychological well-being of these Filipino educators influences their level emotional exhaustion and depersonalization whereas as their psychological well-being increases we could expect that their level of emotional exhaustion and depersonalization will eventually decrease. On the other hand, psychological well-being also influences the respondents' level of personal accomplishment wherein educators who experience a higher level of psychological well-being will also experience an increased sense of personal accomplishments.

In addition, the researchers found out that females even with adequate level of psychological well-being has a higher tendency to experiencing emotional exhaustion when compared to males. Also, educators who earns more with a good sense of psychological well-being has a higher propensity experiencing a higher level of personal accomplishment than those who are earning less.

It is therefore recommended that Educators, especially females may consider to attend an intervention programme that would increase their current level of psychological well-being and possibly decrease the current level of burnout they are experiencing. Educators, may prioritize to apply or work with an institution that may offer permanent positions and supports continuous professional development through participating on different formal or informal programs that may directly or indirectly increase their monthly salary range.

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