

# BURNOUT AND WORK ENGAGEMENT AS PREDICTORS OF WORK PERFORMANCE AMONG TEACHERS

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## ABSTRACT

*Assessing teachers in their job is an important criterion for the school's outcomes and success. This study was conducted to determine whether burnout and work engagement are predictors of work performance. Anchored on the theory of performance, the study was conducted at Central Mindanao Colleges. Using a survey questionnaire, a total of 35 teachers were purposively selected to qualify as respondents of the study. Findings showed that although burnout is sometimes observed among teachers, they were still highly engaged in their work. The level of work performance among teachers was also high. Of the different indicators used on the burnout, work engagement and work performance, a positive correlation was noted between vigor at work and contextual performance and as well as dedication at work and contextual performance. The study concluded that burnout and work engagement were not predictors of work performance among teachers.*

**Keywords:** Human resource, burnout, work engagement, work performance, correlation, teachers

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## INTRODUCTION

In today's society, serious concerns about employee's work performance have been expressed repetitively. Statistics recorded that up to 30 percent of the teachers are affected by burnout since teaching was rated as one of the most stressful jobs, as it is interpersonally and emotionally highly demanding (Johnson et al., 2012). An employee's work performance is influenced by different factors which need a certain level of support from management to come to work every day focused on his assignments and ready to do his best work (Johari and Yahya, 2016). Study revealed that a strong

level of work performance through monitoring is an indication that the organization has improved its communication and productivity (Hordos, 2018). Maslach and Jackson (1986) explained that burnout syndrome is characterized by negative attitudes about clients, decreased feeling of personal accomplishment, and negative self-evaluation. Cooper, Dewe, and O'Driscoll (2003) indicated that burnout results from mental stress and strain encountered by workers in helping professions that includes teaching and there has been research on the concept of burnout and its effects on work performance.

Work Engagement on the other hand, has been defined in a variety of ways. Engagement in the workplace generally is viewed as a positive, fulfilling, affective-motivational state of work-related well-being (Song, Kolb, Lee, Ung, & Kyoung, 2012). Moreover, a lot of studies have been determined that burnout and work engagement have significant implications for the health and organizational performance of employees (Taris, 2006), and the two concepts – burnout and work engagement were found to be highly correlated (Halsbesleben, 2010). In the study of Green, Walkey, & Taylor (1991), burnout is seen as a multi-dimensional construct and inefficacy have been found not very strongly correlated. Moreover, Schaufeli and Salanova (2011) argue that when an employee does not feel burned-out, it does not automatically imply that he or she is engaged in his or her work. People feel secure and also engaged in their jobs when certain conditions are provided and burnout appears when work engagement erodes mainly due to unfavorable circumstances (Maslach & Leiter, 1997) or experiences disillusionment and loss of significance (Pines, 1993). The study of Hobföll (1989) found out that the experience of high burnout will most likely generate lower engagement if significant changes do not take place in the work environment. A negative relationship was established between one dimension of burnout, emotional exhaustion, and subsequent work performance. However, the results failed to establish relationships among work performance, depersonalization and diminished personal (Wright and Bonetter, 1989). Results of hierarchical regression analysis show that work engagement is positively related to work performance (Yongxing, Du, Xie, Lei, 2017). Furthermore, Work engagement is essential for organizations because it contributes to the bottom line (Demerouti & Cropanzano, 2010; Macey & Schneider, 2008). Work engagement has been found to be positively associated with job performance rated by supervisors (Bakker & Bal, 2010; Halbesleben & Wheeler, 2008), financial results (Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2009), and client satisfaction (Salanova, Agut, & Peiró, 2005).

Burn out, Work engagement and Work Performance have been receiving considerable attention from both scholars and practitioners in the fields of human resource development (HRD), organization development (OD), psychology, and business. While the notion that burnout is related to a decline in work performance is widely recognized, there are lacking empirical support that would established its relationship (Wright and Bonett, 1998). Previous literature has shown and affect the link between work engagement and job performance. In spite of this popularity, there is a scarcity of empirical research on work engagement in the academic literature. The present study contributes to the existing literature in the following ways. First, along with the view of determining the degree of employee's burnout it will transform engagement into high level of work performance. Second, previous studies on work engagement and work performance mostly relied on subjective ratings of raters (e.g., supervisors, peers, self, etc.) on employees' performance (Christian, Garza, & Slaughter, 2011). However, studies have demonstrated that performance rating made by raters such as self, peers and supervisors are often show high leniency bias (Murphy & Cleveland, 1991). The current research aims to fill this gap by determining the relationship between burnout, work engagement as predictors of work performance in the academe given our field's focus on performance improvement among teachers.

### **OBJECTIVES OF THE STUDY**

The research aimed to:

1. Find out the degree of burnout among teachers.
2. Find out level of work engagement among teachers.
3. Find out the level of work performance among teachers.
4. Determine if burn out and work engagement are predictors of work performance among teachers.

### **METHOD**

The study utilized the descriptive- correlational research design in this study. Descriptive research is designed to describe characteristics of a population or phenomenon being studied (Burns & Grove, 2003). In the study, it was used to describe the degree of burnout, the level of work engagement, and the level of work performance among teachers. This study also employed the correlation design. It denotes the association or relationship between two or more quantitative variables (Gogtay, 2017). The correlation was used to determine the degree of burnout and work

engagement as predictors of work performance among teachers.

The respondents of this study were the selected teachers of the Central Mindanao Colleges. A total of 41 teachers have been selected using the purposive sampling. This technique is used to deliberate choice of an informant due to the qualities that the informant possesses (Bernard, 2002, Lewis & Sheppard, 2006). In this study, only those teachers with at least one (1) year of service in the institution were chosen as respondents of the study. Those teachers below one year of service were not considered in the study.

Three sets of instruments were used in the study. These instruments contain various sets of questions designed to acquire answer for the data analysis. The first part of the questionnaire was about the Burnout Inventory. The inventory was adapted from Copenhagen Burnout Inventory developed by Borritz and Kristensen (2004). The instrument is divided into three subscales namely: Personal Burnout, Client Burnout, and Work Burnout. The three subscales have high reliability estimates with a Cronbach's alpha of 0.87 for Personal Burnout, 0.87 for Work Burnout, and 0.85 for Client Burnout. Personal burnout contains six items on general symptoms of exhaustion and is applicable to every person, regardless of whether the person is a member of the workforce or not.

Work-related burnout comprises seven items on symptoms of exhaustion related to work and applies to every person in the workforce. Client-related burnout was based on six items on symptoms of exhaustion related to working with recipients in human services and is applicable only to people who work with clients. Item 13 of the burnout inventory will be scored in reversed. The second instrument used was about the Work Engagement Scale. This tool is adopted from Schaufeli and Bakker (2003) which contains series of statements reflecting three areas: vigor, dedication, and absorption. Respondents rate statements on a scale of 1 to 5, with 1 indicating strong disagreement and 5 indicating strong agreement. The construct has high reliability with alpha value of .83.

The third instrument used was the Work Performance Questionnaire. This questionnaire is adopted from Koopsman et al. (2014) which has three indicators namely: task performance, contextual performance, and counter-productive work behavior. The tool is a 27-item construct from 5-Always to 1- Never. The Cronbach's alpha values of the two indicators have better reliability with greater than .70 Cronbach's Alpha coefficient for both task performance and contextual performance subscales.

Before the data collection, the respondents were requested to sign informed consent which was specified in the instrument for their voluntary participation of the study. Only those who signed the informed consent were considered as part of the study. The researchers also assured that the responses of the respondents were kept confidential and their names will not appear in any part of this study. Moreover, the signatures of the respondents in the informed consent form were secured before the actual schedule of data gathering. Hence, the manner of recruitment was free of coercion, undue influence, or inducement. After retrieving all the questionnaires, a data screening was performed to minimize the possible outliers during the analysis. After which the data were encoded, tabulated and analyzed.

The following statistical tools were used in the study. Mean and Standard Deviation was used to determine the degree of burnout and work engagement as predictors of work performance among teachers. Pearson Product Moment Correlation was utilized to determine the relationships of burnout and work engagement as predictors of work performance of Teachers .Multiple Regression Analysis was used to measure the influence of burnout and work engagement in the work performance of Teachers.

Table 1  
Burn out inventory of Respondents

Indicators	Mean	Std. Deviation	Description
<b>PERSONAL</b>			
How often do you feel tired?	3.37	.877	Seldom
How often you are physically exhausted?	3.17	.891	Seldom
How often you are emotionally exhausted?	2.97	.857	Seldom
How often do you think: "I can't take it anymore"?	2.53	.877	Seldom
How often do you feel worn out?	2.63	.808	Seldom
How often do you feel weak and susceptible to illness?	2.63	.808	Seldom
<b>WORK</b>			
Is your work emotionally exhausting?	2.66	1.056	Seldom
Do you feel burnt out because of your work?	2.57	.850	Seldom
Does your work frustrate you?	2.06	.968	Sometimes
Do you feel worn out at the end of the working day?	2.43	.850	Sometimes
Are you exhausted in the morning at the thought of another day at work?	2.06	.858	Sometimes

Do you feel worn out at the end of the working day?	2.43	.850	Sometimes
Are you exhausted in the morning at the thought of another day at work?	2.06	.858	Sometimes
Do you feel that every working hour is tiring for you?	2.06	.968	Sometimes
Do you have enough energy for family and friends during leisure time?	2.32	1.199	Sometimes
<b>CLIENT</b>			
Do you find it hard to work with clients?	2.14	.845	Sometimes
Do you find it frustrating to work with clients?	1.91	.781	Sometimes
Does it drain your energy to work with clients?	1.94	.802	Sometimes
Do you feel that you give more than you get back when you work with clients?	2.34	1.027	sometimes
Are you tired of working with clients?	1.71	.789	Sometimes
Do you sometimes wonder how long you will be able to continue working with clients?	1.94	.664	Sometimes
<b>Overall mean</b>	<b>2.54</b>	<b>.657</b>	<b>Sometimes</b>

Table 1 shows the degree of burnout among teachers. The results show that the highest mean is 3.37 in the aspect of "How often do you feel tired?" among teachers while the lowest mean 1.71 in terms of "Are you tired of working with clients?". On the other hand, the overall mean is 2.40, described as low. This means that burnout is sometimes observed among teachers. The finding is supported by Pala (2012) in his findings that actual burnout is a combination of exhaustion, depression and negative feelings about oneself. It has been shown that burnout is experienced by all types of professions and occupational groups.

Table 2  
Level of Work Engagement among Teachers

Statement	Mean	Std. Deviation	Description
<b>Vigor</b>			
At my work, I feel bursting with energy.	3.77	.676	Often
At my job, I feel strong and vigorous.	4.11	.539	Often
When I got up in the morning, I feel like going to work.	4.34	.686	Often
I can continue working for every long periods at a time.	4.12	.64	Often
At my job, I am very resilient, mentally.	4.09	.687	Often
At my work, I always persevere, even when things do not go well.	4.21	.910	Often
<b>Dedication</b>			

I find the work that I do full of meaning and purpose.	4.43	.815	Often
I am enthusiastic about my job.	4.40	.695	Often
My job inspire me.	4.49	.612	Often
I am proud of the work that I do.	4.63	.598	Always
To me, my job is challenging.	4.65	.544	Always
<b>Absorption</b>			
Time flies when I'm working.	4.11	.781	Often
When I am working, I forget everything else around me.	3.86	.796	Often
I feel happy when I am working intensely.	4.03	.944	Often
I am immersed in my work.	4.00	.707	Often
I get carried away when I'm working.	3.82	.686	Often
It is difficult to detach myself from my job.	4.10	.936	Often
<b>Overall Mean</b>	<b>4.06</b>	<b>.539</b>	<b>Often</b>

Table 2 shows the level of Work Engagement among teachers. The overall mean shows a high level of work engagement with a value of 4.06. This denotes that work engagement is often observed among teachers. In particular, the highest mean 4.65 is in the aspect "To me, my job is challenging." On the other hand, the lowest mean is 3.77 in terms of "At my work, I feel bursting with energy." This result conforms with the study of Bakker (2009) when he found out that engaged employees are highly energetic, self-efficacious individuals who exercise influence over events that affect their lives. Although engaged employees feel tired after a long day of hard work, they describe their tiredness as a rather pleasant state because it is associated with positive accomplishments.

Table 3 Level of Work Performance among teachers.

Indicators	Mean	Std. Deviation	Description
<b>Task Performance</b>			
1. I manage to plan my work so that it was done on time.	4.23	.690	Often
2. My planning was optional.	3.26	.994	Seldom
3. I kept in mind the results that I had noticed achieve in my work.	4.17	.654	Often
4. I was able to separate math Issues from side Issues at work.	4.20	.677	Often
5. I knew how to set the right priorities.	4.38	.652	Often
6. I was able to perform my work well with minimal time and effort.	4.11	.758	Often
7. Collaboration with others was very productive.	4.62	.604	Always
<b>Contextual Performance</b>			

1. I took extra responsibilities.	4.21	.650	Often
2. I started new tasks myself, when my old ones were finished.	4.31	.583	Often
3. I took on challenging work tasks, when available.	4.17	.514	Often
4. I worked at keeping my job knowledge up - to - date.	4.23	.646	Often
5. I worked at keeping my job skills up - to - date.	4.29	.572	Often
6. I came up with creative solutions to new problems.	4.29	.519	Often
7. I kept looking for new challenges in my job.	4.03	.747	Often
8. I did more than was expected of me.	4.11	.718	Often
9. I actively participated in work meetings.	4.43	.655	Often
10. I actively looked for ways to improve my performance at work.	4.49	.507	Often

Table 3 shows the level of Work Performance among teachers. The results show that the highest mean is 4.62 in the aspect of "Collaboration with others was very productive" among teachers while the lowest mean 1.71 in terms of "Are you tired of working with clients?". On the other hand, the overall mean is 2.40, described as low. This means that high Work Performance is often observed among teachers. This finding is supported by Borman and Motowidlo (1997) when they found out that most satisfied employees initiate volunteering to carry out task activities that are not formally part of the job, as well as helping and collaborating with the others in the organization to get the task accomplished.

Table 4- Correlation Between Burnout, Work Engagement and Work Performance

		BIP <sub>mean</sub>	BIP <sub>near</sub>	BIP <sub>mean</sub>	WPE <sub>mean</sub>	WPE <sub>near</sub>	WFA <sub>mean</sub>	WPE <sub>near</sub>	WPE <sub>near</sub>
BIP <sub>mean</sub>	Frequency	1	.694**	.396*	.186	.288	.275	.027	.165
	Correlation								
	p-value		.000	.022	.284	.094	.193	.877	.343
BIP <sub>near</sub>	Frequency	.694**	1	.505**	-.130*	-.271	-.157	-.062	-.202
	Correlation								
	p-value	.000		.022	.010	.116	.256	.722	.245
BIP <sub>near</sub>	Frequency	.396*	.505**	1	-.356*	-.350*	-.153	.103	-.200
	Correlation								
	p-value	.022	.002		.036	.021	.361	.556	.249
WPE <sub>mean</sub>	Frequency	-.186	-.130*	-.356*	1	.617**	.517**	-.202	.710**
	Correlation								
	p-value	.284	.010	.036		.000	.001	.242	.000
WPE <sub>near</sub>	Frequency	-.288	-.271	-.350*	.617**	1	.477**	-.154	/.507**
	Correlation								
	p-value	.094	.116	.021	.000		.004	.377	.008
WFA <sub>mean</sub>	Frequency	-.275	-.157	-.153	.517**	.477**	1	-.181	.258
	Correlation								
	p-value	.193	.256	.361	.004	.004		.298	.169



	n	35	35	35	35	35	35	35	
WFP <sup>Physical</sup>	Fraction								
	Correlation	.027	-.062	.103	.203	.154	.181	1	
	p-value	.877	.722	.556	.243	.377	.298	.344	
	n	35	35	35	35	35	35	35	
WFP <sup>Context</sup>	Fraction								
	Correlation	.185	.202	.200	.710*	.436*	.238	.185	1
	p-value	.343	.245	.249	.000	.009	.166	.344	
	n	35	35	35	35	35	35	35	

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

Table 4 shows the correlation analysis between burnout, work engagement and work performance. The over results show that there are no significant relationships noted between burnout and work performance as well as work engagement and work performance. This result contradicts with the findings of Ashtari, Farhady, and Khodae (2016). This means that burnout and work engagement are not predictors of the work performance of teachers that there was a significant correlation between job burnout and inability for job performance among Iranian Mental Health Staff.

However, a significant and positive correlation was noted on the work engagement (vigor) and work performance (contextual performance) ( $r=.710, p<.05$ ). This implies that the higher physical strength invested in work engagement among teachers would likely increase the social and psychological core of the organization. This coincides with the study of Bakker and Mal (2010) which showed that vigor at work is positively related to weekly work performance among teachers. The same findings was found in the study of Little, Nelson, Wallace and Johnson (2011) that employees who exhibit secure attachment in the organizations exhibit more vigor at work because of more effective use of physical, emotional, and cognitive resources which translates into increase work performance.

Similarly, there is a significant and positive correlation between work engagement (dedication) and work performance (contextual performance) ( $r=.436, p<.05$ ). This implies that the more commitment given by teachers in their work would like increase their work performance. This result supports the idea of Kompas and Sridevi (2010) who said that engagement of employees play its role in boosting organizational effectiveness based on the performance level of employees (task and contextual). The same findings were noted in the study of Khalid, urRehman and Asghar (2016) and the results of the study showed that vigor and dedication positively and significantly affect task and contextual performance of employees.

## CONCLUSIONS

Based on the findings, the following conclusions were drawn. On the degree of burnout, it is sometimes observed among teachers however, they are highly engaged in their work. In terms of work performance, it is often and highly observed among teachers. The study also concludes that burnout and work engagement are not predictors of work performance, however, indicators like vigor at work and contextual performance are positively correlated and as well as dedication at work and contextual performance also denotes a positive correlation.

## RECOMMENDATIONS

This study recommends that since burnout is sometimes observed among teachers, the school should strengthen non-academic activities like sports, health and wellness programs, and team building activities which will be participated by teachers. Proper scheduling of academic activities should be observed so there will be less pressure among teachers on the paper works. Subject loads should be given a month ahead before opening of classes so that teachers will be able to prepare the requirements needed for submission.

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