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Job Burnout Affecting Job Performance Among Teaching and Non-Teaching Personnel: Bases for Intervention

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ABSTRACT

This study aims to assess the level of Job burnout among the Teaching and Non-Teaching personnel in Zamboanga national high School –West and the effect to the Job performance. The researcher used a Cross-Sectional research design utilizing Descriptive and Correlation Analysis. The study was applied to the to a random sample of (121) personnel, who were chosen through a stratified sampling method, with (31) males and (90) female. A job burnout questionnaire was adopted from Burnout Inventory Index (Maslach,1996), and its validity and reliability were verified. The study's results of the study showed that the mean of the job burnout of the total degree came with a moderate degree and outstanding job performance. The results also showed that there were no statistically significant differences in the level of job burnout of the total degree attributed to the gender variable and in favor of females. There is a significant difference in the level of job burnout attributed to age, years of service and job description. Moreover, there is no significant relationship in the level of job burnout and job performance on teaching and non-teaching personnel. To the future researcher conduct thorough investigation on the causes of teaching and non-teaching personnel burnout. Additional variable to be investigated such as what curriculum grade level had a highest level of job burnout.

INTRODUCTION

Ever since the national and local government has issued various lockdown and quarantine policies to reduce the spread of COVID 19 virus since the mid-march of 2020, It affects all working sectors including the education sectors. Teaching personnel must shift from traditional face-to-face to online learning or service to accommodate the needs of their students. Non-teaching personnel shifted to work from home arrangement. With these changes, comes with a high demands of work, flexibility and equipment's and it has been stressful and tiring. Stress tends to put a lot pressure in our body but it said to be manageable moreover with constant stress for a long period of time it can affect physical and cause emotional exhaustion. However, Exhaustion is a normal response of our body to stress. According to the International Classification of Disease by the World health organization (2019), Burnout is recognized as an "Occupational" phenomenon often affecting people with strong sense of responsibility. Educators are said to be one of high risk in terms of developing burnout (Schaufeli *et al.*, 2008), Prokopov *et al.*, (2020) stress Burnout syndrome as "modern teacher's disease" because it mainly affects the professional group of teachers followed by the non-teaching personnel. This most likely affects their physical, academic and performance in teaching as emerges in response to prolonged stressful working conditions (Sears *et al.*, 2000). Burnout is defined as the psychological syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment that causes mainly among workers who encounter other people at their work (Mashlach & Leiter 2016). Reduced Job performance can result in declining of work quality. Job Burnout

symptoms in the workplace are contagious and it infects the entire organization (Pillay, 2015). Organization must study and investigate any signs and symptoms of burnout to prevent and stop it from spreading. A burnout brain can't separate itself from problems and unable to concentrate to its task. As the consequences of increasing workload demands and revamping ways in the education sector may cause some confusion to other members of the institution. Teaching and non-teaching staff also encounters feeling of worry and indecisiveness which can lead to stress and anxiety that may result in poor teaching performance that can affect students' learning and may lead to negative publicity of the institution. The effects of burnout, which are negative most of the times, include decreased levels job satisfaction, reduced performance and commitment, increased turnover intentions and use of violence (Irsa, *et al.*, 2019; Gorji & Vaziri, 2011; Marmaya *et al.*, 2011; Matin, Kalali, & Anvari, 2012; kop, wema, & Schaufeli, 1999); Other consequences of job burnout include hopelessness, irritability, detachment from work and colleagues, absenteeism, impatience, moodiness, and less tolerance for others (Petitta, L., & Vecchione, M. (2011).

We are now slowly interring post pandemic. Many challenges need to be address as educational institutions can still feel the effects of the covid-19 pandemic. Leaders of the institution must find ways to protect their employees and workplace from the Job Burnout to prevent the productivity crushing effects of burnout. Institution cannot eliminate stress and exhaustion, however administration can monitor signs and identify vulnerable employees and prevent burnout before it turns into a breakdown. This study provides ZNHS-WEST

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and the Department of Education on the knowledge and information they need to determine if their employee is suffering from Job Burnout and will be the basis on creating policies and how to address such manner that can benefit the employee and institution. Moreover, it is important to recognize the seriousness of the challenges that are faced by the teaching and non-teaching personnel and to prioritize the mental and physical well-being of each individual occupying a certain task in the organization. Minimize stress and provide a healthy workload by investing on their physical and mental health and create positive environment, shows support their employees and provide a positive feedback loop that will make employees feel more connected and safe.

Hypothesis

H₀: there no significant difference between Job Burnout and Job performance when data are group according to gender, age, years of service, Job description, and Highest Educational Attainment.

H₁: there no relationship between Job Burnout and Job Performance in selected teaching and non-teaching personnel in Zamboanga National High School –West.

LITERATURE REVIEW

According to World Health Organization Burnout is a state of vital exhaustion. In May 2020, 41 percent of employees surveyed found themselves burnout from stress of managing work amidst the COVID 19 Pandemic. Job stress and Burnout is estimated to result in nearly 120,000 deaths and almost \$190 billion in healthcare cost per year (Campbell, 2021). Job Burnout occurs as a result of his/her exposure to various psychological pressures that cause physical, psychological and mental exhaustion and makes it unable to perform its task and may leave it partially or completely. Schaufeli and Peeters (2000) stated that job burnout began when an imbalance arises between an individual resources and demands, after which a person develops a set of negative attitudes and behaviors such as a treating service recipient in a mechanical manner or indifference to satisfy the needs of others.

In the research on workplace burnout, Winoma State University as adaption to Veninga and Spradley's (1981) states different Model of stages of Job Burnout used to assess the intensity of burnout risk and serve as a guideline in self-diagnosing and how to further stop the development. The initial stage is the Honeymoon period where an employee has high job satisfaction, commitment, energy and creativity to the institution, however this phase rarely last forever and pattern seems to develop and may become difficulty to escape. Next is the Balancing Act stage as opposed to the previous phase, states that there are some days are better than the others regarding how well you are handling the stress on the Job. A noticeable increase in the following such as Job dissatisfaction, working inefficiency including avoiding decision making, fatigue, sleep disturbance, and violations

of work discipline are indicative of stage 2, followed by the Chronic symptoms phase as expressed in physical and psychological manifestation like exhaustion, physical illness, anger and depression. Furthermore, in the Crisis symptoms period where it becomes critical, physical symptoms intensifies or increases, work frustrations, pessimism and self-doubt, and develop an "escapist mentality", and finally the Enmeshment state this is the symptoms of burnout are so embedded that more likely to be labeled as having some significant physical or emotional problem that may be called as a burnout case.

Job performance

Job performance is the ability of the employee to perform a specific task (Marcus, 2017). Job performance deals within the workplace, it most commonly refers to the standard of work that corresponds to good quality and productivity. Performance must be directed toward institutions goals that are relevant to the job. Employee's performance is determined during job performance reviews, with an employer taken into account factors such as leadership skills, time management, organizational skills and productivity to analyze each employee on an individual basis (Omelayo *et al.*, 2013).

It is a multifaceted phenomenon with several variables that can influence its level including individual characteristics, workload, job satisfaction, working environment, personal skills, acknowledgment of accomplishments, and social support (Lee & Yom, 2015; Olsen *et al.*, 2017; Yu & Ko, 2017). Moreover, feedback and communication, leadership behavior, organizational environment, affective commitment, poor working conditions, and hazards influence job performance (Sharma & Dhar, 2016; Kaynak *et al.*, 2016).

In analyzing Job performance different aspects must be considered. The elements consist of knowledge, thoroughness, responsiveness, motivation and support. In setting objectives for job performance entails defining the elements of the job performance, and creating goals that represent this definition and work to achieve these goals (Omelayo, 2005).

Task Performance

Task-performance is conceptualized as a behavior associated with fundamental tasks that are mandatory for a specific job (Christian, Garza & Slaughter, 2011). Task performance describes the task outcomes that distinguish one profession from another (Witt, Kacmar, Carlson, & Zivnуска, 2002). It is associated with the achievement of institutions objectives and refers to behaviors, and Job descriptions (Allworth & Hesketh, 1999). It arises when employees use their technical skills and knowledge to perform a specific task (Scotter, Motowidlo, & Cross, 2000).

Contextual Performance

Employee voluntary behavior that is not stated in the Job Description and generally goes beyond the specified

job or task is contextual performance (Spector & Fox, 2002; Sonnentag, Binnewies & Mojza, 2010; Amjad *et al.*, 2015). These type of characteristics are said to improve the institution's productivity (Motowidlo & Van Scotter, 1994; Podscoff & MacKenzie, 1997) thus resulting in client or student satisfaction (Robinson & Morrison, 1995). Contextual Performance is when an employee helps others to complete a task, collaborates to co-workers and superiors, makes suggestions and ideas (Scotter *et al.*, 2000). To sustain and improve institution's social and psychological environment, contextual performance is considered as the most crucial aspect of job-performance (Bilal, Shah, Yasir & Mateen, 2015; Avery & Murphy, 1998).

Counterproductive work Behavior

Is a term used to describe employee behaviors that are against the legitimate concerns of the organization because it can directly affect the institution function, property and employee in a way that can reduce the Job performance (Robbinson & Bennett, 1995; Klotz & Buckley, 2013) Behaviors like absenteeism, being overdue for work, undertaking off-challenge conduct, theft and substance abuse are blanketed in counterproductive work behavior.

Adaptive Performance

Every institution is facing reality that change is coming and facing more uncertainty, roles are becoming more dynamic and flexible and increase in workload thus performance ability are required to cope with changes (Campbell, 2012). Adaptive performance is employees' ability to change their behavior to respond to demands arising from new situations (Charbonnier-Voirin & Roussel, 2012; Shoss, Witt, & Vera, 2011).

Related Studies

Čopková (2021) conducted a paper describing the difficult situation worldwide during the spring in 2020. The study aimed to determine the level of burnout syndrome and bore out syndrome in secondary school teachers during COVID-19, the relationships between burnout syndrome and bore out syndrome and to identify differences between teachers from vocational and general schools and gender differences in experiencing of burnout and bore out during COVID-19. 214 secondary teachers were focused on this study. The result found that both syndromes was not high during the first wave of COVID-19 pandemic, but female teachers experienced significantly higher emotional exhaustion than their male colleagues.

Saleem *et al.*, (2021) conducted a study that aims to examine the relationship of work stress due to COVID-19 (COVID-19 STR) and EP (Employee performance). A sample of 213 bank employees was collected using a convenient sampling method. Results revealed that COVID-19 STR has a negative impact on task and contextual performance (CP) and a positive impact on

adaptive performance (AP). Similarly, the prevalence of SC significantly moderates the stress and performance relationships.

Al-Shoqran & Alfandi *et al.*, (2021) performed a study aimed to reveal the level of burnout among the faculty members in private universities in Jordan and the effect of gender and experience variables on it. The study applied a random sample of (203) faculty members, who were chosen through a comprehensive survey method, with (169) males and (34) females. The results of the study showed that the mean of the job burnout of the total degree came with a high degree. The results also showed that there were no statistically significant differences in the level of job burnout of the total degree attributed to the gender variable and in favor of females. Moreover, the results showed that there were apparent differences in the arithmetic averages on the total score for the level of job burnout with different levels of experience variable, and in favor of those with less than five years of experience.

Al-Salkhi (2013) performed a study aimed at identifying the levels of psychological burnout among Islamic education teachers in private schools in Amman in the light of the variables of gender, educational qualification, and years of experience number, monthly income, age, marital status, and stage taught by the teacher. The study was applied to a random sample consisted of (166) male and female teachers using the Maslach (1982) scale for psychological burnout. The results illustrated that the level of psychological burnout among the teachers of Islamic education was moderate according to Maslach criteria for psychological burnout on both dimensions' emotional stress, feelings sag, and a lack of accomplishment sense dimension was high. The findings also showed that there was a statistically significant difference in the level of psychological burnout on the dimension of emotional stress in favor of males. However, there were no statistically significant differences in the level of psychological burnout according to the age of the teacher, his social condition; teachers with higher educational qualifications, years of long experience, and high monthly income were the most effective on Psychological burning. Moreover, the results showed that there were statistically significant differences attributed to the variable of the teaching stage, and in favor of the basic stage.

Ayasrah (2013) attempted a study aimed at knowing the levels of psychological burnout among male and female teachers in the Education Directorate in Jerash Governorate in Jordan in light of some variables. The sample of the study consisted of (500) male and female teachers chosen randomly from the study population. The results of the study showed that the level of psychological burnout among male and female teachers was high on the level of frequency and intensity and there were also statistically significant differences at the level of $\alpha \leq 0.05$ on the dimensions of the psychological burnout scale, the frequency of lack of achievement sense and the intensity of feelings sag among teachers attributed to the gender variable and in favor of males

teachers. On the dimensions of the frequency of feelings sag and the lack of accomplishment sense attributed to the income variable and in favor of teachers with income (300) dinars or less. On the dimensions of emotional stress frequency and intensity, they were attributed to the variable of number of classes and in favor of teachers whose number of weekly classes was less than (18) classes. On the dimensions of emotional stress frequency and intensity and Frequency and intensity of feelings were attributed to the place of residence in favor of teachers who work in places far from their residence. In addition, a positive correlation was found with a statistically significant level at ($\alpha \leq 0.01$) between the frequency and intensity of the emotional stress dimension and between the frequency and intensity of feelings. The study of Hayes *et al.*, (2020) the purpose was to better understand the relationships among stress, work related burnout, and remote working brought on by social distancing efforts and stay at home orders put in place during the COVID 19 pandemic. Results from the analyses suggest that perceived stress did increase during the COVID 19 restrictions, especially for people that had limited experience working from home and were female. Individuals who worked from home before COVID 19 had higher levels of work related burnout but did not differ based on gender or part time work status. The results suggest that working from home may create more stress and result in more burnout, which challenges the current moves by some employers to make working from home a permanent arrangement.

Prokopov *et al.*, (2020) stresses Burnout syndrome "modern teachers' disease" due to the fact that it mainly affects the professional group of teachers. The relevance of the research is related to the teachers' high workload and the problem of the aging teachers, who often complain of exhaustion, lack of motivation, unwillingness to work. This raises the question of the specific working conditions that lead to diseases of the professional group of teachers.

Sultana (2020) carried out a study aimed to develop and validate a job performance scale from the Indian context. The supervisory rating scale has been used for the present study. A convenience sample of 423 principals was taken to rate teachers' performance. The study found that job performance is a higher-order construct with task performance, contextual-performance, and counterproductive-work-behavior as its dimensions. The results of CFA indicate the reliability and validity of the scale. The study can be a very effective tool to measure job performance among teachers. The principals, supervisors, and policy makers can use this scale to measure the performance of teachers.

Limon *et al.*, (2019) this study aims to develop a valid and reliable scale to measure teachers' self-reported job performance and use it for the first time on the target group. In line with this aim, the current study employed a single surveying model. The study sample consisted of

three groups. There are 265 teachers in the first group; 509 teachers in the second and 1935 teachers in the last one. Result showed that the TJPS is a valid and reliable three-dimensional measure. On the other hand he also stated that teachers' performance level is "always" for task, adaptive and the overall scale and sometimes for contextual performance.

Manochehri & Malekmohammadi (2015) carry out a study that aimed to evaluate the relationship between job burnout and job performance in employees of Sepah Bank, Gorgan. Data collection was performed by using two questionnaires, i.e. Maslach Burnout Inventory (MBI) and Paterson questionnaire of job performance. The results revealed that job burnout caused reduced job performance in employees of Sepah Bank, Gorgan, Iran; however, no significant difference was detected ($p > 0.05$). This study is similar in terms of goal that is to detect if Job Burnout thus affect the Job performance of the employees, but it differs in using the research tools and also the category of the respondents. Since majority of the studies focuses on the teaching personnel and satisfaction and some to none on the non-teaching personnel and Job performance, as they are important as the teaching staff. This paper will provide ZNHS-WEST and the Department of Education on the knowledge and information they need to determine if their employee is suffering from Job Burnout and will be the basis on creating policies and how to address such manner that can benefit the employee and institution. Moreover, this study will be able to provide an empirical data for the school to have an intervention plan for burnout teachers and non-teaching personnel.

Statement of the Problem

This study aims to assess the level of Job burnout among the Teaching and Non-Teaching personnel in Zamboanga national high School –West.

Specifically, the study aims to answer the following questions:

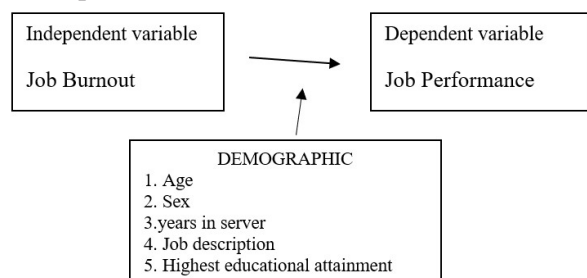
1. What is the level of Job Burnout on selected teaching and non-teaching personnel in Zamboanga National High School –West?
2. What is the level of Job performance on selected teaching and non-teaching personnel in Zamboanga National High School –West?
3. Is there a significant difference between Job Burnout and Job performance when data are group according to gender, age, years of service, Job description, and Highest Educational Attainment?
4. Is there a relationship between Job Burnout and Job Performance in selected teaching and non-teaching personnel in Zamboanga National High School –West?

Hypothesis

H₀: there no significant difference between Job Burnout and Job performance when data are group according to gender, age, years of service, Job description, and Highest Educational Attainment.

H₁: there no relationship between Job Burnout and Job Performance in selected teaching and non-teaching personnel in Zamboanga National High School –West

Conceptual Framework



Definition of Terms

1. Job Burnout- refers to the experience of exhaustion and tiredness felt by the teaching and non-teaching personnel of Zamboanga national high school west using survey tool adopted from Christina Maslach for Burnout Inventory (1996).

2. Job Performance- refers to the IPCRF rating by the teaching and non-teaching personnel of Zamboanga national high school west school year 2021- 2022.

3. Teaching Personnel-refers to the teachers of Zamboanga National High School-West currently handling teaching positions for school year 2022-2023.

4. Non-teaching personnel- refers to the personnel of Zamboanga national high school west currently performing non-teaching duties, focuses on operational duties such as enrollment and handling documents such as registrar's office and other academic support group.

The Importance of the Study

The importance of this study represented in the following:

- To obtain information and results that educational stakeholders are expected to benefit from represented by the department of educational Policies to take into account the results of the study and to enact policies and legislations that protect personnel from job burnout.
- To provide a tool with suitable psychometric properties that researchers and interested people can use in preventing and mitigating job burnout.

METHODOLOGY

The researcher used the descriptive analytical methods, being the most appropriate for the nature of the study.

Sample and Population of Study

The study population consisted of teaching and nonteaching personnel of Zamboanga national high school west who answered the study tool whose numbers were 121.

Research Instrument

A checklist questionnaire was used in gathering information as a tool for data collection to achieve the objectives of the study. This questionnaire is drafted

with demographic Profile, Job Burnout questionnaire and Individual Performance Commitment Review Form (IPCRF) rating from the Department of Education (DEPED) school year 2021-2022.

The Demographic Profile was a self-made by the researcher as that used to determine the age, gender, number of years in service, designation (teaching or non-teaching personnel) and education attainment and as for the Job Burnout questionnaire this checklist is adopted from Christina Maslach for Burnout Inventory which with 22 items answerable by equivalent codes of 0 = Never 1 = At least few times a year 2 = At least once a month 3 = Several times a month 4 = Once a week 5 = Several times a week and 6 = Every day. The Burnout score was be added from the 3 domains and interpreted as Low degree, Moderate Degree and High Degree. The researcher emailed to the MBI-ES regarding a request to a formal consent to utilize the instrument for research purpose.

Job performance is based on the IPCRF (Individual performance commitment review form) rating scale is based on the Civil Service Commission Memorandum Circular No. 06, series of 2012 which sets the guidelines on the establishment and implementation of the Strategic Performance Management System (SPMS) in all government agencies. A numerical rating of 5 = Outstanding with Performance represents an extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity and initiative. Employees at this performance level should have demonstrated exceptional job mastery in all areas of responsibility. Employee achievement and contributions to the organizations are of marked excellence.

A numerical rating of 4 = very satisfactory with Performance exceeding expectations. All goals, objectives and target were achieved above the established standards. A numerical rating of 3 = satisfactory with Performance met expectations in terms of quality of work, efficiency and timeliness. The most critical annual goals were met. A numerical rating of 2 = unsatisfactory with Performance failed to met expectations, and/or one or more of the most goals were not met. Lastly, A numerical rating of 1 = poor with Performance was consistently below expectations, and/or reasonable progress toward critical goals was not made.

Ethical Issues

The study waas submitted to school research ethics committee for approval of the study. The study involves human subject as participants of the study which the researcher was asked permission and consent. The participant was given a letter informing what the study all about, the title of the studies, the objectives, and the benefits' in participating the study. However, it was voluntary and if they wished not to participant they can refuse to sign the consent form and automatically not part of the study.

Validation of Instrument

As the validity of the research instrument, the study adopted a questionnaire from Christina Maslach for Burnout Inventory. The researcher seek advice to the panel of experts and professionals to validate the said instruments to assure that it will measure the suitable information and there will be no mistake. The feedback of the panel of experts was included and consolidated all their suggestions and recommendations for the final draft of the manuscript. The overall Cronbach's alpha is 0.7853 which means that the results suggest that it is reliable.

Data Gathering Procedure

To conduct the study, the researcher was personally approach to the School Principal of Zamboanga National High School-West. A letter of intent was sent to conduct the study and asking approval to allow the teaching and non-teaching personnel of the institution to take part of the study as research participant, upon approval by the school principal the researcher went to the faculty rooms of 8 different departments and distributed the letter of approval sign by the School Principal and the inform consent. The researcher then went to the participants to discuss the approval letter and consent form. The researcher then asked the participants to signed the inform consent before he/she was given the research questionnaire. Thus, only the participant who sign the inform consent was be part of the study. The participants was given 30 minutes' allotment time to answer the questionnaire in regards to the study to being conducted. Retrieval of questionnaire was immediately right after. Gathered and acquired information was used to analyze and plot result.

The procedure

for gathering the necessary data lasted for 1 to 2 weeks to cover the respondents in this study. The questionnaire form will be shredded and deleted when the required data have acquired.

Statistical Treatment of Data

- To answer the first and second questions, mathematical averages, standard deviations, ranks, and level were used.
- To answer the third question, the following statistical methods were used according to the study variables: t-test of two independent samples according to the gender and job description variable, and the one-way ANOVA analysis according to the variables age, years of service, and Highest Educational Attainment?
- To answer the fourth question, Pearson R Correlation Coefficient to determine the relationship between Job burnout and Job performance,

RESULTS AND DISCUSSION

Job Performance

To measure the job performance, weighted mean is being used. The indices on their job performance is reflected in table 2. The first column corresponds to the rating range

of which the performance to the respondent. The second column corresponds to equivalent adjectival rating of which mean score are being compare. From 0.000 – 1.499 corresponds to poor performance. 1.500 – 2.499 corresponds to unsatisfactory performance, 2.500 – 3.499 corresponds to satisfactory performance, 3.500 – 4.499 corresponds to very satisfactory performance and lastly, 4.500 -5.000 corresponds to outstanding performance.

Table 1: Indices on the job performance of the respondents

Rating range	Adjectival rating
4.500 – 5.000	Outstanding
3.500 – 4.999	Very Satisfactory
2.500 – 3.499	Satisfactory
1.500 – 2.499	Unsatisfactory
0.000 – 1.499	Poor

Table 2: Respondents' Job performance (IPCRF RATING)

n=121	Standard Deviation	Mean	Adjectival performance
job performance	0.046	4.6	Outstanding
*teaching	0.050	4.66	Outstanding
*non-teaching	0.046	3.33	Very satisfactory

Data shows that the overall job performance rating of the respondents gathered mean score of 4.6 and standard deviation of 0.046 with equivalent outstanding performance rating. Teaching personnel gathered outstanding performance rating corresponds to mean score of 4.66 with standard deviation of 0.050. moreover, non-teaching personnel only gathered mean score of 3.33 and standard deviation of 0.046 corresponds to very satisfactory rating (see table). The job performances of the teaching personnel are far more outstanding than of the non-teaching personnel. Despite of the adjustment period from work from home arrangement to gradual face to face work arrangement right after the covid-19 restriction was lifted and were able to adapt the new normal post pandemic setting. According to the study of Charbonnier-Voirin & Roussel, 2012; Shoss, Witt, & Vera, 2011 they defined Adaptive performance as the ability of employees to change their behavior to respond to demands arising from new situations. That despite of the things that are happening throughout the human history teachers are able to adapt the new normal way of life and able to facilitate learning with exceptional and outstanding performance.

Job Burnout

Table 3: Indices on the level job burnout of the respondents

Range	Level of Burnout
4.01 – 6.00	High
2.01 – 4.00	Moderate
0.00 – 2.00	Low

To answer the level of job burnout of the respondents the table 3.1 was utilized. It was adapted from the burnout scoring index provided by Christina Machlah (1996). Teaching and non-teaching personnel have moderate level job burnout with mean score and standard deviation of 3.4, 2.3 and 0.96, 0.76, respectively. The overall job burnout

with 3.85 and standard deviation of 0.76 corresponds to a moderate level of job burnout. Teaching personnel are higher than of those non-teaching personnel. It data suggest that it is parallel to the study of Prokopov *et al.*, (2020) burnout mainly affects the professional group of teachers followed by the non-teaching personnel.

Table 3.1: level job burnout of the respondents

Job burnout	Standard Deviation	Mean	Level of job burnout
Teaching personnel	0.56	3.4	Moderate
Non-teaching Personnel	0.96	2.3	Moderate
Overall job burnout	0.76	3.85	Moderate

Table 4: t – test significant difference between academic anxiety and academic performance in data when data are group according to gender.

Gender	Male		Female		/x1 –x2/	t-obtained	p-value $\alpha=0.05$	Remarks
Job Burnout	Mean	SD	Mean	SD	0.04	0.193183	0.8471	Failed to reject
	3.6	0.73	2.5	0.81				

Table 4 shows the independent sample t-test on the job burnout that affects the job performance of the respondents when data are grouped according to gender. The data tend to show that weighted mean of 3.6 for male with standard deviation of 0.73 and female weighted mean of 2.5 with standard deviation of 0.81, respectively. These values obtained $t = 0.193183$ and with level of

significance $\alpha=0.05$, $p\text{-value} = 0.8471$. This means that there is NO significant deference between job burnout of both male and female respondents'. Because $p > 0.05$ thus we failed to reject the null hypothesis stated that there is no significant difference between job burnout affecting job performances of the teaching and non-teaching personnel of Zamboanga national high school west.

Table 5: One-way Anova significant difference job burnout affecting job performance when data are group according to age.

Anova							
Source of Variation	SS	df	MS	F	P-value	a	Remarks
Between Groups	13.85574	4	3.463934	7.568235	0.00001896	0.05	rejected
Within Groups	52.63478	115	0.457694				
Total	66.49051	119					

Summary				
Groups	Count	Sum	Average	Variance
20 – 29 years old	25	78.155	3.6262	0.494874
30 – 39 years old	37	93.93	2.538649	0.47674
40 – 49 years old	31	83.48	2.692903	0.575501
50 – 59 years old	17	37.07	2.180588	0.355893
60 – 65 years old	10	20.05	2.005	0.07065

Table 5 shows the one-way anova conducted to test the significant differences of job burnout affecting job performances. Data reveal the $p<.05$ this means that the null hypothesis was rejected and accept the alternative hypothesis stated that there is a significant difference on job burnout affecting job performances when data are group according to age. To determine whether on what age group have significant differences the post hoc

tukey HSD test was conducted. It was shown in table 6 that at age group 1 and 2 ($p<.05$) have significant differences. Age group 1 and 4 ($p<.05$) have significant differences. Age group 1 and 5 ($p<.05$) have significant differences and lastly, age group 1 and 5 ($p<.05$) have significant differences. This implies that teachers at age group 20 years old to 29 years old are burnout than their counterpart.

Table 6: Post hoc tukey HSD test on the significant difference on job burnout affecting job performances when data are group according to age

Pairwise	P VALUE	Remarks
AG1 : AG2	0.00934	Rejected
AG1 : AG3	0.12750	Failed To Reject
AG1 : AG4	0.00019	Rejected
AG1 : AG5	0.00020	Rejected
AG2 : AG3	0.88211	Failed To Reject
AG2 : AG4	0.37497	Failed To Reject
AG2 : AG5	0.18223	Failed To Reject
AG3 : AG4	0.09566	Failed To Reject
AG3 : AG5	0.0469	Rejected
AG4 : AG5	0.9660	Failed To Reject

Legend: AG2 = Age group (20yrs-29yrs old), AG2= Age group(30yrs-39yrs old), AG3= Age group(40yrs-49yrs old), AG4= Age group(50yrs-59yrs old), AG5= Age group(60yrs-65yrs old),

Table 7. One-way Anova on significant difference job burnout affecting job performance when data are group according to years in service.

Source of Variation	SS	df	MS	F	P-value	a	Remarks
Between Groups	4.815661	3	1.60522	2.888923	0.038534	0.05	Rejected
Within Groups	64.455	116	0.555647				
Total	69.27066	119					

Table 7 shows that one-way anova on the significant differences on job burnout affecting job performance when data are group according to years in service. Data reveal that $p < .05$ which means that we reject the null hypothesis and accept the alternative hypothesis stated that there is a significant difference on burnout affecting

job performance when data are group according to years in service. To determine on what group have significant differences the post hoc tukey HSD test was conducted. Data reveal that these differences can be seen between 11 to 20 years and 21 to 30 years in service

Table 8: One-way Anova significant difference on job burnout affecting job performances when data are group according to highest academic achievement

ANOVA							
Source of Variation	SS	df	MS	F	P-value	a	remarks
Between Groups	21.01844	2	10.50922	1.254434	0.289045	0.05	Failed to Reject
Within Groups	980.1855	117	8.377654				
Total	1001.204	119					

Data shows that $p > .05$ this means that the researcher failed to reject the null hypothesis stated that there is no significant differences on job burnout affecting job performance when data are group according to highest

educational attainment of the respondents. Thus, all of the respondents in terms of educational attainment only have moderate degree of job burnout.

Table 10: t-test significant difference on job burnout between teaching and non-teaching personnel.

Designation	Teaching		Non-teaching		t-obtained	p-value $\alpha = 0.05$	remarks
	Mean	SD	Mean	SD			
Job Burnout	3.4	0.56	2.3	0.96	.9354	.3514	Failed to reject

Table 10 shows that $p > .05$ which mean that the researcher failed to reject the null hypothesis stated that there is no significant differences on job burnout affecting job performance when data are group according to designation of the respondents. Thus, all of the respondents in terms of whether they are in teaching position or non-teaching they all have the same level of

job burnout which is in moderate level.

To determined the level of relationship between job burnout and job performance table 11 was utilized. Column 1 represents the mean range of the r value while column 2 represents the description of the degree of relationship between the two variables.

Table 11: Pearson R product moment correlation degree of relationship

Coefficient	Description
± 0.00 -- ± 0.19	Very low
± 0.20 -- ± 0.39	Low
± 0.40 -- ± 0.59	Moderate
± 0.60 -- ± 0.79	Moderately High
± 0.80 -- ± 0.99	Very High

Table 12: Relationship between the respondents' job burnout and job performances

Variable	N	Mean	Std. dev	r	Description	p-value $\alpha=0.05$	Remarks
Job burnout	121	3.85	0.67	.13856	Very low	.129773	Failed to reject
Job performance	121	4.60	0.04				

Table shows that job burnout with mean score of 3.85 and standard deviation of 0.67 and job performance with mean score of 4.60 and standard deviation of 0.04. $r = .13856$, $p > .05$ implies that the researcher failed to reject the null hypothesis. This means that we accept the null hypothesis stated that there is no significant relationship between job burnout and job performances among teaching and non-teaching personnel of Zamboanga national high school west.

CONCLUSION

From the finding drawn, the following conclusions were generated:

1. The Teaching and non-teaching personnel have moderate level job burnout with mean score and standard deviation of 3.4, 2.3 and 0.96, 0.76, respectively (see table 1 & 2). parallel to the result of the study conducted by Al-Salkhi (2013) which level of psychological burnout among the teachers of Islamic education was moderate, moreover, Hayes *et al.*, (2020) conducted a study on relationships among stress, work related burnout, and remote working brought on by social distancing efforts and stay at home orders put in place during the COVID 19 pandemic create more stress and result in more burnout. Al-Shoqran & Alfandi *et al.*, (2021) which they found out the there was a high level of job burnout among the faculty members in private universities in Jordan. Thus, comparing to the results from previous literature post pandemic setting slightly decreased the level of job burnout and slowly going back to pre-pandemic setting.
2. The job performances of the teaching personnel are far more outstanding than of the non-teaching personnel. Despite of the adjustment period from work from home arrangement to gradual face to face work arrangement

right after the covid-19 restriction was lifted and were able to adapt the new normal post pandemic setting. According to the study of Charbonnier-Voirin & Roussel, 2012; Shoss, Witt, & Vera, 2011 they defined Adaptive performance as the ability of employees to change their behavior to respond to demands arising from new situations. That despite of the things that are happening throughout the human history teachers are able to adapt the new normal way of life and able to facilitate learning with exceptional and outstanding performance.

3. There were no significant differences on job burnout affecting job performances when data are group according the gender (male and female), educational attainment and the job description of the respondents. But, there were differences on the age and years of service of the respondents. Young teachers at age 20 years old to 29 years old more likely to experienced job burnout compared to the other age group because at the age most likely they are newly hired teachers and still adjusting to the workloads, work schedules and work environment. Teachers with 10 to 20 years teaching experienced more like to have job burnout compare to other group because at this point of their career the have most senior among teaching personnel and most of these group are having responsibility such as lac leaders, curriculum chairs and class advisers. According Schaufeli *et al.*, 2008 that burnout often affecting people with strong sense of responsibility.

4. The level of the job burnout among teaching and non-teaching personnel doesn't affect their job performances. The teaching personnel are having an outstanding performance because if we inspect the demographics of the respondents' majority of the respondents are in the age group between 31 to 40 years old with 1 to 10 years

teaching experienced. These are young professionals that are willing to adapt (Charbonnier-Voirin & Roussel, 2012; Shoss, Witt, & Vera, 2011) and able to perform specific task (Marcus, 2017).

RECOMMENDATION

Based on the findings of the study, the following recommendation were offered:

1. To the teachers to be more patient and be more adaptive to the new normal setting so that they can be able to adjust and lessen the impact of job burnout in personal and work related activities.

2. To the school administrators to be creating policies and how to address such manner that can benefit the employee and institution.

3. To department of education recognize the seriousness of the challenges that are faced by the teaching and non-teaching personnel and to prioritize the mental and physical well-being of each individual occupying a certain task in the organization.

4. To the future researcher conduct thorough investigation on the causes of teaching and non-teaching personnel burnout. Additional variable to be investigated such as what curriculum grade level had a highest level of job burnout.

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