



JOB PERFORMANCE ANALYSIS IN TERMS OF PERFORMANCE MANAGEMENT, WORK – LIFE BALANCE, JOB SECURITY, AND TRAINING DEVELOPMENT

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Abstract

The mean analysis showed that the level of burnout experienced by teachers was extremely high when considering their Health and Families, Exhaustion, Work Overload, Insufficient Support, and Stress and Pressure at Work. What this indicates is that burnout is more than just the occasional stress that the vast majority of educators face in their work. It is a psychiatric condition that can manifest itself in a teacher's life as feelings of melancholy, anxiety, and other problems related to mental health. As a result, it is necessary for the well-being of a teacher to have an understanding of both the reasons and the symptoms of teacher burnout.

It is possible that competent teachers can be distinguished from those who struggle frequently in the classroom by the teacher efficacy, which is a widespread component. During the course of their investigation on teacher effectiveness, the researchers discovered that a teacher's perception of his or her own effectiveness may shift as they train a variety of students or in response to a number of different circumstances. Teaching children in a setting designed for general education as opposed to teaching kids with special needs in a setting designed for special education is a very different experience.

Using a descriptive-correlational research approach, the purpose of this study was to evaluate whether or not there is a connection between teacher burnout and work performance in the context of the new normal. The job performance of teachers was found to be high in terms of Performance Management, Work–Life Balance, Job Security, and Training Development. Also shown as high was their level of Training Development. It is recommended that teachers reduce the amount of work their staff has to do and avoid from turning in reports too quickly in order to reduce the amount of tension that exists in the classroom.

Keywords: burn-out, work life balance, family health, job performance, Philippines.

1. INTRODUCTION

Many of our most heinous societal evils manifest themselves in their classrooms. What happens, therefore, when teachers already face a slew of challenges are confronted with hostile work environments? Many teachers suffer teacher burnout because of reaching their limit in coping with the everyday pressures of their jobs. It happens because of extended exposure to poorly handled interpersonal and emotional work stress (Hackston, 2020).

Job burnout is a condition that occurs because of recurrent exposure to work-related stress that manifests as physical, emotional, or mental tiredness. It manifests itself via withdrawal symptoms, interpersonal conflict, poor performance, family difficulties, and health concerns. As a result, all managers must adopt appropriate strategic plans to aid them in delivering a favorable workplace environment that protects workers from having burnout-related difficulties (Klusmann, 2016). Furthermore, an increasing body of research suggests that burnouts have a crucial impact on the teachers' performance. Due to its

great predictive value for critical individual, team, and organizational outcomes, teachers' performance is a commonly held concept but received little attention on teachers who are engaged display improved performance and financial outcomes in their assigned roles because of their strong dedication to and attention on their job activities. However, the study gap engaged employees develop more inventive ideas and are more inclined to innovate and be a proficient teacher as a result of their willingness to try new things (Orth and Volmer, 2017).

2. STATEMENT OF THE PROBLEM

The purpose of this research is to ascertain the relationship between teachers' burn-out and job performance under new normal in Arakan, North Cotabato for the school year 2021-2022. As a result, the following issues are highlighted.

1. What is the level of teachers' burnout in terms of health and or family, exhaustion, work overload, insufficient support, and stress and pressure at work?
2. What is the level of teachers' performance in terms of performance management, work-life balance, job security, and training development?
3. Is there a significant relationship between teachers' burnout and teachers' Job performance?
4. Is there a significant influence of teachers' burn-out to teachers' job performance under new normal?
5. How does teachers' burn-out influence the teachers' job performance under new normal?

3. THEORETICAL FRAMEWORK

The study's foundation was established on many theories to get a better knowledge and understanding of the Burn-out and self-awareness in relation to work engagement of teachers.

Sonnentag, Dormann and Demerouti, (2010). This paradigm tries to explain work involvement's dynamic nature. This paradigm is based on the premise that both positive and negative affect contribute significantly to work engagement. The notion postulates that a shift from negative to positive affect is a critical factor in the development of high levels of job engagement. Negative emotion has the ability to inspire since it suggests that something is wrong, and that action is necessary. Following exercise, this motivating potential of negative affect is released, resulting in a shift to a more positive affective state. When this increase in positive affect is accompanied by a decrease in negative affect, work engagement is most likely to occur. Therefore, job engagement occurs as a result of the dynamic interplay of happy and negative emotion at work.

4. CONCEPTUAL FRAMEWORK

The framework of this study is conceptualized by Sonnentag, Dorman & Demerouti, (2010). They try to explain teacher's burnout in dynamic nature. This paradigm is based on the premise that both positive and negative affect contribute significantly influence to teachers' job performance. The notion postulates that a shift from negative to positive affect is a critical factor in the development of high levels of job performance. Negative emotion can inspire since it suggests that something is wrong, and that action is necessary. Following exercise, this motivating potential of negative affect is released, resulting in a shift to a more positive affective state. When this increase in positive affect is accompanied by a decrease in negative affect, work engagement is most likely to occur. Therefore, teachers' job engagement occurs because of the dynamic interplay of happy and negative emotion at work.

Thus, the framework of this study describes the relationship of dependent and independent variable. The dependent variable of the study was and Teachers Performance with the following four (4) indicators such as performance management, work-life balance, job security, and training development. While the independent variables in this study are teachers' burnout

which has five variables namely: Health and Family, Exhaustion, Work Overload, and Stress and Pressure at Work. The researcher believed that the variables have significant association with each other.

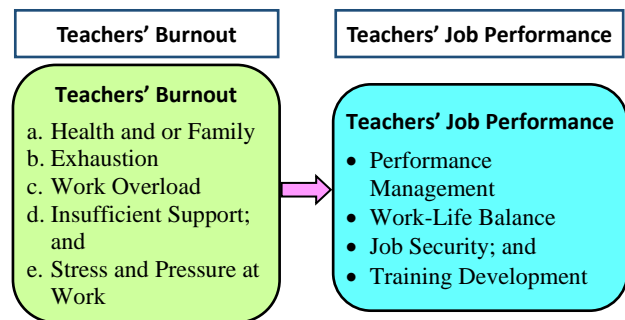


Figure 1 Shows the conceptual model of the study

5. METHODS

Research Design

The research utilized descriptive-correlational in nature. The descriptive-correlation approach is a scientific strategy that entails watching and documenting the relationship between its variables and the subject's behavior without intervening. The term "descriptive-correlation" refers to study that makes use of "descriptive" data to explain a situation, issue, behavior, or occurrence. It is used to establish who, what, when, where, and how an event or circumstance happens (Kahn, 2006).

Data Gathering Methods

In quantitative research, survey questionnaires were used by the researcher. Structure questionnaires was administered personally by the researcher as part of the data collection procedures to ensure that relevant information is obtained. Respondents are required to provide detailed explanations for open questions, whereas closed question required a specific response. Both open and closed questions were used in this study. In determining the level of teachers' burnout, the questionnaire will be adopted from Bunag, (2020). Each indicator composed of five (5) items equivalent to each rubric's guidelines. Furthermore, for the teachers' job performance survey questionnaires will be employed and adopted form Camba, (2018).

Teachers' burnout and are examined in connection to the teachers' job performance using the following procedures. The researcher gathered information on the study subject during the inquiry. Following that, several investigations and web searches were conducted to create the first, second, and third chapters of the study. She then created her own questionnaire, checklist, and assessment.

Participants of the Study

The respondents were 100 selected teachers in Arakan, East District, Schools Division Office of Cotabato for the school year, 2021-2022.

The selection of the respondents was selected through complete enumeration technique. This technique was used to estimate complete and partial counts in two types of methods for determining the number of people in a sample unit. A full count (census) of persons inside a sample unit is a complete enumeration. As a result, a random sample of quadrats could be selected, and all the people could be

tallied on each quadrat. In studies of animal populations, such counts are seldom achievable. The assumption is that if the sample unit could be counted several times, each replication would have the exact same count. As a result, there is no fluctuation in the count. (William G. Cochran, 2011).

Table 1 Distribution Frequency of Respondents from selected schools in Arakan, North Cotabato, North Cotabato Division for the School Year 2022-2023

Respondents	Teachers	Percentage
		(%)
School A	50	50%
School B	50	50%
TOTAL	100	100%

Statistical Tools and Data Analysis

The following statistical tools were employed in the study:

Mean. This was used to determine level of teachers' burnout in terms of health and or family, exhaustion, work overload, insufficient support, and stress and pressure at work.

Moreover, it is also used to determine the level of teachers' performance in terms of performance management, work-life balance, job security, and training development.

Pearson r was utilized to determine the significant relationship of teachers' job performance between teachers' burnouts.

Regression Analysis was used to determine the significant influence of teachers' burnout and teachers' job performance.

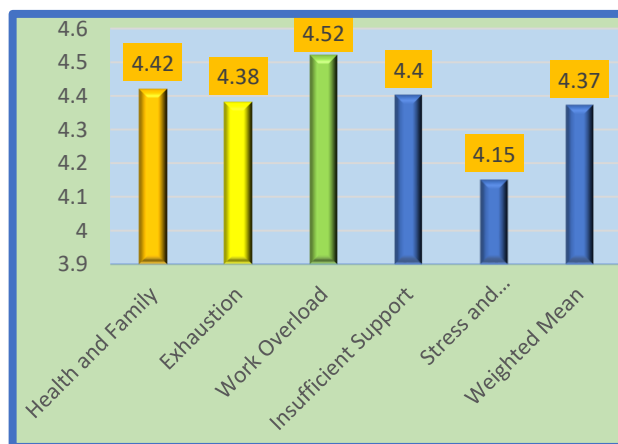
6. RESULTS AND FINDINGS

Summary of Results and Discussions

Research Problem No. 1

Level of teachers' burnout in terms of health and or family, exhaustion, work overload, insufficient support, and stress and pressure at work.

Table 2 Level of teachers' burnout



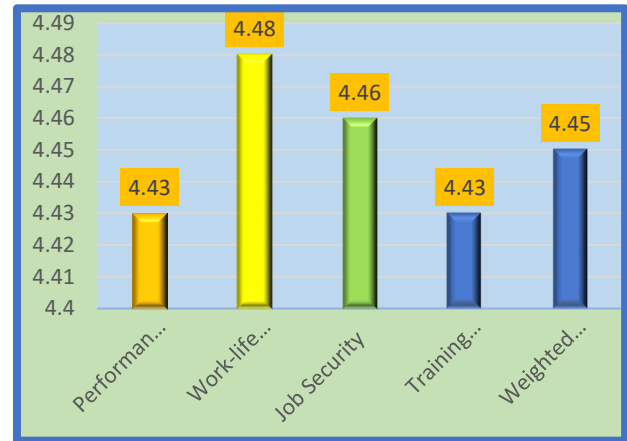
Level	Range	Description
5	4.50 – 5.00	Strongly Agree
4	3.50 – 4.49	Agree
3	2.50 – 3.49	Moderately Agree
2	1.50 – 2.49	Disagree
1	1.00 – 1.49	Strongly Disagree

To sum up the level of teachers' burnout, work overload obtained the highest weighted mean of 4.52 described as strongly agree followed by health and family (4.42), insufficient support (4.4), exhaustion (4.38), and stress and pressure at work having a description of agree respectively. The level of teachers' burnout gained a general weighted mean of 4.37 which is also described as agree.

Research Problem No. 2

Level of teachers' performance in terms of performance management, work-life balance, job security, and training development

Table 3 Level of teachers' performance



Level	Range	Description
5	4.50 – 5.00	Strongly Agree
4	3.50 – 4.49	Agree
3	2.50 – 3.49	Moderately Agree
2	1.50 – 2.49	Disagree
1	1.00 – 1.49	Strongly Disagree

To summarize the level of teachers' performance, work-life balance obtained the highest weighted mean of 4.48 which is described as agree followed by job security (4.46), performance management (4.43), and training development (4.43) which are both described as agree. The level of teachers' performance obtained a general weighted mean of 4.45 described as agree.

Research Problem No. 3

The data in table 4 displays the significant correlation between Teachers' Burnout and Teachers' Job Performance. It can be deduced in the table that there was a significant relationship between Health and Family and training development. The result revealed that training development increases the likelihood of better salaries, and wealth. Like the education health gradient, more wealth relates to better physical and mental health. This imply that organizational training and development efforts aim to enhance individual or group work performance. These programs usually entail improving a worker's knowledge and skills while increasing health among the family.

The implication of the study is in consonant to the report of (Bell, 2012) which revealed that training and development results in a better quality of family life and a more optimistic outlook on profit orientation. It increases workplace knowledge and abilities at all organizational levels, boosts employee morale, and promotes wellness and a balanced family life. Moreover, there was a negative

strong significant relationship between exhaustion and job security. It means that exhaustion can affect job security of one employee. This implies that exhaustion at job often develops gradually affecting employees in a manner that they hardly realize. It includes the bad effects such as persistent tiredness, sleeplessness, and physical symptoms. Also, there was a strong positive relationship between insufficient support and work-life balance (0.279, 0.048). As a result of insufficient support systems, teachers' work-life balance is at risk. Dissatisfied, discouraged, and demoralized teachers are common outcomes of poor systems and performance evaluation procedures. Personal connections may be irreparably harmed. Schuler's, (2019), view is that work-life balance may be compromised due to a lack of support. Teachers who want to be a part of a supportive group need to surround themselves with people who can provide emotional support, confront students when their behavior is inappropriate, offer technical assistance in the workplace, propose technical challenges that help students grow, and listen actively. Because of this, it is important that they have comparable values in terms of belief systems as the person.

Finally, there was a strong positive relationship between insufficient support and training development (0.398, 0.042). It means that a lack of training results in insufficient support. Even though an unskilled individual can do his task as rapidly as his coworkers. The result of the study is supported by one of the causes of teacher burnout is a lack of support. It was identified that affects job and training development of individuals. Workplace features are often identified as risk factors for burnout. In addition to job-related factors such as noise, heat, humidity, vibration, and exposure to toxic or hazardous chemicals, work environment factors such as the leadership style of supervisors and peer support have been frequently identified as causes of burnout.

Research Problem No. 4

The result in Table 5 means that the Teachers' Burnout when taken as a group has a highly positive significant influence on the Performance Management. Thus, the null hypothesis which states that of Teachers' Burnout does not significantly influence Performance Management is rejected. Result further revealed that the predictive power of the Teachers' Burnout on Performance Management is 11.6% based on the R² which is .116. This means there are 88.4% of the variables not included in this regression model. Furthermore, it revealed that only insufficient support has a positive significant influence on performance management. It could also be inferred that in every unit increase in the insufficient support, there is a corresponding increase in performance management by 0.304 units considering other factors constant. This means that if the teachers are effective in teaching the output would be seen in the performance of the children.

Knowing that the teacher is free from stress can perform well and equipped with full knowledge. Additionally, increase in insufficient support could also be parallel to the increase in performance management that can affect the performance of the teacher absolutely or destructively according to the factors that surround it.

In addition, the result implies that the Teachers' Burnout when taken as a group has a highly positive significant influence on the Work – Life Balance. Thus, the null hypothesis which states that of Teachers' Burnout does not significantly influence on Work – Life Balance is rejected. Results mean that only insufficient support has a positive significant influence on teachers' work-life balance. It could also be inferred that in every unit increase in the insufficient support, there is a corresponding increase in teachers' work-life balance by 0.227 units considering other factors constant. Hence, insufficient support has a positive impact on teachers' work-life balance as an enough support for teachers is better for them to balance their life and uplift the professional growth they had. On the other hand, the result means that the Teachers' Burnout when taken as a group has a highly positive significant influence on job security. Thus, the null hypothesis which states that of Teachers' Burnout does not significantly influence on job security is rejected. Additionally, the result in Table 3 revealed that only exhaustion has a positive significant influence on teachers' job security. It could also be inferred that in every unit increase in the exhaustion, there is a corresponding increase in teachers' job security by -0.473 units considering other factors constant. Literally, exhaustion can affect the teachers' job security in terms of all tiredness that the teacher encountered. Thus, concerning the job security tells the exhaustions in teachers' life especially when they are in drowsiness and can't handle the exhaustion. The result in Table 5 also means that the Teachers' Burnout when taken as a group has a highly positive significant influence on job performance. Thus, the null hypothesis which states that of Teachers' Burnout does not significantly influence on job performance is rejected. Result further revealed that the predictive power of the Teachers' Burnout on job performance is 12.7% based on the R² which is .127. This means there are 87.3% of the variables not included in this regression model.

Finally, the result in the study means that only Health and Family has a positive significant influence on training and development. It could also be inferred that in every unit increase in the Health and Family, there is a corresponding increase in training and development by 0.318 units considering other factors constant. Thus, the health of the family is indeed a basis for the improvement and take a chance to render the duties on the company and can have a time to each of the member.

Table 4 Correlation matrix showing the relationship of the Teachers' Burnout Implementation and Teachers' Job Performance

Teachers' Burnout		Performance Management	Work – Life Balance	Job Security	Training Dev't.
Health and Family	Pearson R	-0.007	-0.235	0.096	0.260*
	Probability	0.962	0.097	0.501	0.049
Exhaustion	Pearson R	-0.184	0.045	-0.526**	0.030
	Probability	0.196	0.756	0.000	0.833
Work Overload	Pearson R	0.013	0.097	-0.057	-0.040
	Probability	0.925	0.499	0.689	0.783

Insufficient Support	Pearson R	0.278*	0.279*	-0.071	0.398*
	Probability	0.048	0.048	0.619	0.042
Stress and Pressure at Work	Pearson R	-0.020	-0.031	-0.141	0.138
	Probability	0.891	0.827	0.324	0.336

*. Correlation is Significant at 0.05 level.

Table 5 Influence of the teachers' burnout on the teachers' job performance

Teachers' Burnout		Teachers' Job Performance			
		Performance Management.	Work-life Balance	Job Security	Training Development
Health & Family	t-value	0.404	-1.442	1.254	1.808
	probability	0.688	0.076	0.216	0.048*
Exhaustion	t-value	-1.225	0.650	-4.612	0.023
	probability	0.227	0.519	0.000**	0.982
Work Overload	t-value	-0.674	0.010	-0.728	-0.090
	probability	0.504	0.992	0.470	0.928
Insufficient Support	t-value	2.038	1.693	-0.481	0.299
	probability	0.047*	0.047*	0.633	0.766
Stress and Pressure at Work	t-value	-0.317	-0.192	-1.418	0.894
	probability	0.753	0.849	0.073	0.376

7. CONCLUSIONS

Based on the summary of findings the following conclusion are narrated below:

Results revealed from mean analysis that the level of teacher's burnout in terms of Health and Family, Exhaustion, Work Overload, Insufficient Support, and Stress and Pressure at Work was very high. It means that Burnout is more than the occasional stress that most of the educator's experience in their jobs. It is a psychiatric disorder that may appear in teachers as sadness, anxiety, and other mental health issues. Therefore, it is essential for a teacher's health to comprehend both the causes and symptoms of teacher burnout.

The teacher efficacy is a widespread element that may differentiate competent teachers from those who struggle often in the classroom. While investigating teacher efficacy, the researchers revealed that a teacher's perception of his or her own effectiveness may alter while instructing different pupils or under various conditions. Teaching students with disabilities in a special education environment differs substantially from teaching children in a general education setting.

However, there is no significant relationship between stress and pressure at work on teacher's job performance. It means that Burnout also impacts a teacher's likelihood of job retention. This is because it may lead to increased absenteeism, less work dedication, and higher desire to leave the company. The results revealed from the regression analysis revealed that there was a significant influence between teacher's burnout and job performance in terms of insufficient support and performance management, insufficient support and work life balance, exhaustion and job security, and health and family and training development. This indicates that a teacher's ability to keep their employment is impacted by their level of burnout. As a result, absenteeism, lack of commitment, and a desire to quit the firm may grow.

8. RECOMMENDATIONS

In light with study's findings and conclusions the following recommendations are indicated below:

1. The school administrators in Arakan, North Cotabato should hold seminars and workshops for teachers on how to successfully deal with their burnouts.
2. Educators are also urged to reduce the burden of their staff and to avoid providing reports too quickly, to alleviate workplace tensions.
3. The Administration should conduct a Psychological First Aid for teachers to refresh the mind, body and soul.
4. The School Heads should minimize their supervision on their teachers' teaching performance but maximize their concern over the welfare of their teachers.
5. For future study, researchers should conduct and utilize multiple factors to discover the underlying reasons of teachers' burnout so that instructors can solve the issue considerably.

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