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Assessing the Relationship Between Job Demands, Job Resources, Burnout, Work Engagement, and Work-Life Balance Among Teachers in a Secondary Public School

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Abstract
Using the Job Demands–Resources (JD–R) Model as a framework, this study aimed to determine the association between job resources, job demands, burnout, work engagement, and work-life balance among teachers in a secondary public school. The researcher employed a quantitative research design through a self-administered survey among teachers in a secondary public school (School X) in Paranaque City, National Capital Region, Philippines using convenience sampling in selecting the participants from School X. Cronbach's Alpha tested the reliability of the data. Bivariate relationships were then explored using Pearson Correlation to determine how significant and to what degree are the relationships among the investigated variables. The results confirmed the following relationships based from the hypothesized JD–R Model: (1) there is a positive association between job demands and burnout; (2) there is a positive association between job resources and work engagement; and (3) there is a negative association between burnout and work-life balance. However, the data from this study revealed that there is no significant association between work engagement and work-life balance. Finally, in predicting work-life balance using burnout and work engagement, only burnout remains the significant regressor. This study contributed to the limited Philippine-based literature explaining how job demands and resources are associated with burnout and work engagement, respectively, and how these mechanisms are integral to the work-life balance of public-school teachers. The study found that work-life balance among public school teachers may improve by primarily managing and reducing the demands of their jobs.

Keywords: work-life balance, job demands, job resources, burnout, work engagement

Introduction

Work-life balance is "the ability to experience a sense of control and to stay productive and competitive at work while maintaining a happy, healthy home life with sufficient leisure" (Davidson, 2014, para 13). In the workplace, while employees must stay focused and efficient despite the numerous tasks they have to accomplish, it is crucial that they also maintain a degree of satisfaction and contentment on their personal life. However, Guest (2002) argued that the term 'work-life balance' is in itself a contradiction. Devi and Kiran (2014) noted that work-life balance does not mean that one is dedicating the same number of hours for his or her workload and personal activities. Instead, it involves fulfilling one's family and work commitment at the same

time. Work-life balance may also vary for each individual because everyone has different roles and priorities in life. Moreover, Ransome (2007, as cited in Adikaram & Jayatilake, 2016) posited that given the changing nature of people's necessities and obligations, as well as their dynamic nature at different stages of life, the management of their daily activities would never be constant.

Review of Literature

Work-life balance studies are often conducted in the employees' setting within the corporate context. However, it is worth noting that aside from the corporate world, other employees such as teachers likewise often find it difficult to strike a balance between schoolwork and home life due to their enormous academic workload as well as various career issues (Hakanen, Bakker, & Schaufeli, 2006). As a matter of fact, according to a study conducted by Kalimo and Hakanen in Finland (2000), educators have the highest burnout levels compared to workers employed in all other human services and white-collar jobs. Supporting this finding is the study by Jacobs and Winslow (2004) on the relationship between faculty workload and their perceived dissatisfaction. The authors revealed that dissatisfaction increases among the faculty members who work overtime. The extended hours demanded by academic life result in work-life balance concerns to professors with children as they want to spend quality time with their families. On the other hand, for Filipino elementary and high school teachers, Mingao (2017) found out that the common stressors are combinations of work-related factors, personal factors, and economic factors.

In the Philippines, the Department of Education declared that there were 880,000 public school teachers and 23.5 million students enrolled in public schools in 2018. From this figure, the teacher-student ratio is 1:31 in elementary; 1:36 in junior high school; and 1:31 in senior high school. At present, public school teachers at the entry-level earn a monthly basic pay of P20,754 – a noticeable meager amount that hardly covers the present and ever-rising cost of basic needs and expenses for a Filipino family. While the teachers' sector has long been demanding a P10,000 hike in wages per month, President Rodrigo Duterte has stated categorically the difficulty in raising enormous funds to address this particular demand, mainly due to the sheer number of teachers in the Philippines (Novio, 2019). Meanwhile, Senator Juan Edgardo Angara has been strong in his position that the government should set a higher minimum pay for teachers to be able to recruit and retain highly effective educators. He even claims that public school teachers remain as the most underpaid workers in the country despite their heavy workload and the essential roles they fulfill in society. He further illustrates this sad reality by stating that a one-hour class would typically require three hours of teacher's preparation. Apart from all the previous facts, most teachers also spend a lot of time in learning new content standards, monitoring the progress of their students, and planning interventions (Diaz, 2019). In a study conducted by Clark (1989), he enumerated various reasons on why the teaching profession is quite different from other jobs, including patterns of work, identification, authority, career, and association. Teachers often face many difficulties in balancing their work responsibilities and personal lives compared to other employees because of numerous academic demands and a wide range of responsibilities that come along with their job.

The Job Demands–Resources (JD–R) model (as shown in Figure 1) is the theoretical framework utilized in this study. According to Demerouti and Bakker (2011), the central assumption of the JD–R model is that every occupation has its specific risk factors associated with job-related stress (i.e. burnout) or motivation (i.e. engagement). These risk factors fall under two general categories, namely, job needs and job resources; and these may be applied to various occupational settings regardless of the particular needs and resources involved.

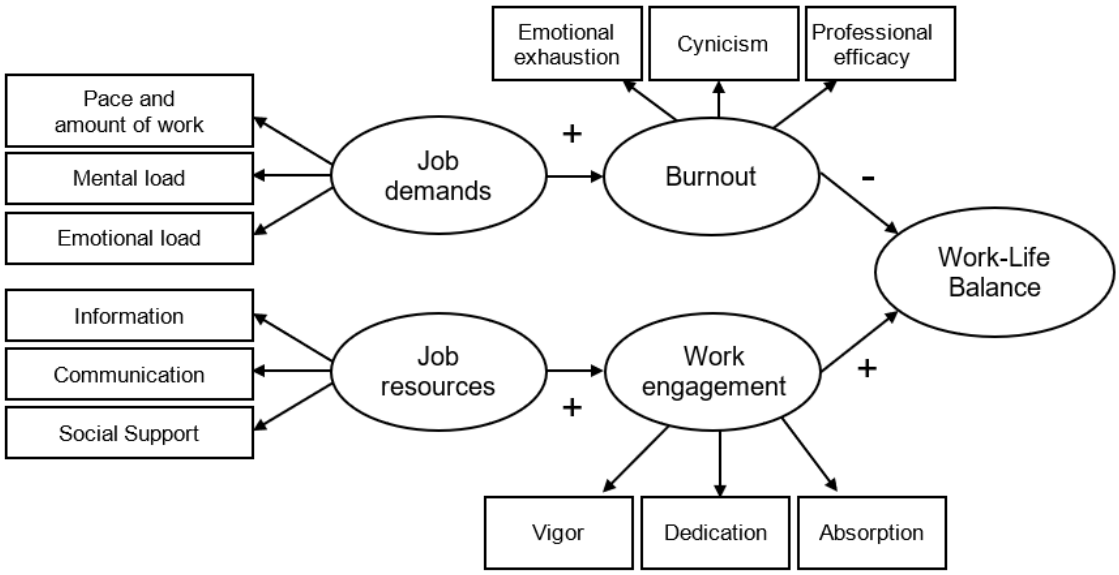

Figure 1. ***The Job Demands-Resources Model (J D-R Model) showing the assumed associations predicted by the hypotheses (adopted from Demerouti & Bakker, 2011)***

Job demands "refer to those physical, psychological, social, or organizational aspects of the job that require sustained physical or psychological (cognitive and emotional) effort or skills, and are, therefore, associated with certain physiological and, or psychological costs" (Demerouti, et al., 2001, as cited in Demerouti & Bakker, 2011, p. 2). Examples include high work pressure, unfavorable physical environment, and irregular working hours. On the other hand, *job resources* "refer to those physical, psychological, social, or organizational aspects of the job that reduce job demands, help achieve work goals, and stimulate personal growth, learning, and development" (Demerouti, et. al, 2001, as cited in Demerouti and Bakker, 2011, p. 2). One may observe job resources at various levels in the organization (e.g. salary or wages, career opportunities, job security), interpersonal level (e.g. supervisor and coworker support, team climate), specific job position (e.g. role clarity, participation in decision making), and at the level of the task (e.g. skill variety, task identity, task significance, autonomy, performance feedback).

Burnout, which results from a prolonged response to chronic stress at work, is a psychological syndrome characterized by three key dimensions, namely, emotional exhaustion, cynicism, and professional inefficacy. According to Maslach (1996, as cited in Bang & Reio, 2017):

> *"Emotional exhaustion represents a depletion of emotional energy and resources. Employees who are emotionally exhausted typically experience physical and cognitive fatigue. Cynicism describes where employees take cold, indifferent attitudes toward their job, coworkers, and organization. Diminished professional efficacy reflects feelings of reduced ability on the job. When employees feel a sense of decline in personal job competence, they feel a growing sense of inadequacy"* (p. 218).

On the other hand, Maslach and Leiter (1997, as cited in Llorens et al., 2006) defined work engagement as the positive opposite of burnout. Schaufeli et al. (2002) define it as "a positive, fulfilling, work-related state of mind"(p. 74) that is characterized by:

> *"(1) vigor, which refers to high levels of energy and mental resilience while working, the willingness to invest effort in one's work, the ability to not be easily fatigued, and persistence in the face of difficulties; (2) dedication, which refers to a strong involvement in one's work, accompanied by feelings of enthusiasm and significance, and by a sense of pride and inspiration; and (3) absorption, which refers to being fully engrossed in one's work and having difficulties detaching one's self from it"* (Llorens et al., 2006, p. 380).

Simply put, Macey and Schneider (2008) described engagement as the extent to which employees are involved with, committed to, enthusiastic, and passionate about their work.

Undeniably, work-life balance has become a widely studied phenomenon in the corporate sector, particularly in Western countries, which has resulted in different theories and methods of measurement (Persson & Håkansson, 2018). In Asia, there has also been an extensive range of research concerning work-life balance in the fields of medicine, nursing, and information technology (Malik, et al., 2010; Singh, 2010, as cited in Nayeem and Tripathy, 2012). Chandra (2012, as cited in Persson & Håkansson, 2018) stated that most of these studies in Asia are in China and India. However, this concept is underexplored in the Philippines, especially in the academic field (Persson & Håkansson, 2018). In this regard, this study examined the work-life balance of teachers in a public secondary school (School X) in Paranaque City using the Job Demands–Resources (JD–R) model. To attain the main objective, this study sought to determine the association between job resources, job demands, burnout, work engagement, and work-life balance. Furthermore, this study aims to impact future research on work-life balance with a focus on academic institutions and other Philippine-based organizations.

Specific Objectives:

1) to identify the association between job demands and burnout
2) to determine the association between job resources and work engagement
3) to know the association between burnout and work-life balance
4) to establish the association between work engagement and work-life balance
5) to predict WLB using burnout and work engagement

Hypotheses:

H1: There is a positive association between job demands and burnout.
H2: There is a positive association between job resources and work engagement.
H3: There is a negative association between burnout and work-life balance.
H4: There is a positive association between work engagement and work-life balance.
H5: Burnout and work engagement could predict work-life balance.

Methodology

This research employed a quantitative research design through a self-administered survey. The study was conducted in a secondary public school in Paranaque City. Due to time constraints, bureaucratic restrictions, and confidentiality concerns, this research utilized convenience sampling in selecting the participants from School X. Before the administration of the survey, the researcher asked the permission of the school principal to conduct the study. However, the principal only allowed the researcher to disseminate the survey questionnaire to the teachers immediately after their scheduled training workshop. It was held on a weekend to avoid any disruption in their regular class schedules. It is important to note that the researcher clearly explained (and this was even stated in the consent form and information sheet) that the respondents' participation in this research study is entirely voluntary (i.e. they have the right to withdraw from the survey anytime). All their responses shall remain completely confidential, and their identity will be anonymous. The target sample size was 220 respondents out of the estimated 500 teachers in School X. Out of 250 distributed questionnaires, 226 respondents completed and returned the questionnaires, equivalent to a response rate of 90%. The number of respondents who willingly participated in this research was adequate in obtaining the data required to attain the goals of the study, which is set at 95% confidence level and 5% margin of error.

Measures

Job Demands were measured using three subscales from the *Questionnaire sur les Ressources et Contraintes Professionnelles* (QRCP; Lequeurre et al., 2013), namely, pace and amount of work, mental workload, and emotional workload. There were four items within each subscale and were rated on a 7-point Likert scale ranging from 0 (never) to 6 (always).

Job Resources were also measured using three subscales from the *Questionnaire sur les Ressources et Contraintes Professionnelles* (QRCP; Lequeurre et al., 2013), namely, information communication, and social support. There were four items within each subscale and were rated on a 7-point Likert scale ranging from 0 (never) to 6 (always).

Burnout was measured using the Maslach Burnout Inventory–General Survey (MBI-GS) developed by Maslach et al., (1996 as cited in Bang and Reio, 2017). According to Schaufeli et al., (1996, as cited in Bakker, et al., 2002), this scale can be used in any occupational context, and includes 16 items, which are grouped into three subscales, namely, *emotional exhaustion, cynicism,* and *professional inefficacy*. All items were scored on a seven-point Likert scale ranging from 0 (never) to 6 (always).

Work Engagement was assessed using the Utrecht Work Engagement Scale (UWES). It has 17 items grouped into three subscales, namely*, vigor, dedication,* and *absorption* (Schaufeli, 2002, as cited in Schaufeli & Bakker, 2006). All items were scored on a 7-point Likert scale ranging from 0 (never) to 6 (always).

Work-Life Balance was measured using a four item-questionnaire developed by Brough et al. (2014) rated on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Table 1 below provides a summary of the variables and measures relevant to the study.

Table 1. *Variables and Measures Used in the Study*

Variables	Measures	Question
Pace and Amount of Work	As scored by the respondent in four specific questions in the survey instrument	Q1 to Q4
Mental Workload	As scored by the respondent in four specific questions in the survey instrument	Q5 to Q8
Emotional Workload	As scored by the respondent in four specific questions in the survey instrument	Q9 to Q12
Information	As scored by the respondent in four specific questions in the survey instrument	Q13 to Q16
Communication	As scored by the respondent in four specific questions in the survey instrument	Q17 to Q20
Social Support	As scored by the respondent in four specific questions in the survey instrument	Q21 to Q24
Emotional Exhaustion	As scored by the respondent in five specific questions in the survey instrument	Q25 to Q28, Q30
Cynicism	As scored by the respondent in five specific questions in the survey instrument	Q32 to Q33, Q37 to Q39
Professional Efficacy	As scored by the respondent in six specific questions in the survey instrument	Q29, Q31, Q34 to Q36, Q40
Vigor	As scored by the respondent in six specific questions in the survey instrument	Q41, Q44, Q48, Q52, Q55, Q57

Dedication	As scored by the respondent in five specific questions in the survey instrument	Q42, Q45, Q47, Q50, Q53
Absorption	As scored by the respondent in six specific questions in the survey instrument	Q43, Q46, Q49, Q51, Q54, Q56
Work-Life Balance	As scored by the respondent in four specific questions in the survey instrument	Q58 to Q61

Table 2. *Variables and Measures for Job Demands*

Job Demands	Pace and amount of work	refers to the feeling of having too much work to do in the time being
	Mental workload	refers to the demand of the job that requires cognitive thinking
	Emotional workload	refers to the effort needed to deal with the job inherent emotions

Table 3. *Variables and Measures for Job Resources*

Job Resources	Information	refers to the available information about employees' work particularly concerning performance feedback
	Communication	refers to the access to information about the issues and functioning of the organization
	Social support	refers to the relationship and potential social support that employees maintain towards their superior and coworkers

Table 4. *Variables and Measures for Burnout*

Burnout	Emotional Exhaustion	employees' feelings of being drained and exhausted at work
	Cynicism	employees' feelings of distant attitude towards work
	Professional inefficacy	employees' feelings of incompetency and unproductivity

Table 5. *Variables and Measures for Engagement*

Work Engagement	Vigor	employees' feelings of mental resilience while working, willingness to invest effort in one's work, and persistence in the face of difficulties
	Dedication	employees' feelings of significance, enthusiasm, inspiration, pride, and challenge towards work
	Absorption	employees' feelings of being fully concentrated and happily engrossed in one's work, whereby time passes quickly, and one has difficulties with detaching one's self from work

Table 6. *Variables and Measures for Work-Life Balance*

Work-Life Balance	an individual's subjective perception of balance between his/her work and non-work activities

The second part included a 10-item question about the demographic information of the respondents (i.e. gender, age, marital status, number of children, living type, educational level, years of service in the school, working hours per week, and travel time to workplace). To determine the reliability of the instrument, 28 teachers from another secondary school pretested the questionnaire.

Cronbach's Alpha

The Cronbach's Alpha tests the reliability or internal consistency of a set of items used in a scale. Reliability refers to the extent to which a given measurement is consistent in measuring a given concept or when the scale produces steady result if repetitive measures are made. If the Cronbach's Alpha is high, then most of the items probably measure the same underlying concept. The resulting α coefficient of reliability has a value from 0 to 1. If the scale items are mutually independent of each other, then α =0.

On the other hand, if all items are related to each other, then α will approach 1 as the number of scale items increases. This measure means that if the Cronbach's alpha is high, then most of the items probably measure the same underlying concept. While the choice of α is arbitrary, most researchers mention a minimum α coefficient between 0.65 and 0.8. An α coefficient higher than 0.8 is wanted while an α coefficient lower than 0.5 is generally unacceptable.

Correlation

This study explored bivariate relationships. The bivariate Pearson Correlation produces a sample correlation coefficient, r, which measures the strength and direction of linear relationships between pairs of continuous variables (Kent State University Libraries, 2018).

Results

School X is a secondary public school established in 1969. The school has since then expanded into several annexes. An officer-in-charge or an assistant principal heads each campus. Eventually, these extensions became independent from one another. The original campus was the subject of this study. At present, School X offers both Junior and Senior High School programs. Data about the school are posted on its website.

Descriptive Statistics

A total of 226 teachers working in School X participated in the actual survey. Tables 7 and 8 summarize the descriptive statistics for the demographic questions in the survey. Table 7 shows the respondents' age range of 21-58 with an average age of 36 years. The respondents' average years of service is approximately seven years with 50% of the respondents now teaching for five years and below. Based on the responses, the average working hours per week is 33 or about six hours per working day. Interestingly, the travel time to school ranges from one to 120 minutes, with an average of 30 minutes.

Table 7. *Demographic Information of Respondents from School X in the Actual Survey*

	Minimum	Maximum	Mean	Median	Standard Deviation
Age	21	58	35.46	35	8.096
Years of Service	1	32	6.84	5	5.58
Weekly working hours (in hours)	16	40	33.33	36	6.35
Travel time to work (in minutes)	1	120	30.29	28	18.83

The pool of respondents was 63% female and 37% male (as seen in Table 8). Almost half of the respondents are single (48.7%), with many of them married or in a domestic partnership

(42.5%). Very few respondents are separated (5.3%), while much fewer are widowed (3.5%). Almost half of the respondents do not have children (48.7%), which is equivalent to the percentage of those who are single. Also, many of the respondents live with their spouses and children (39%) while some others maintain an extended family set-up (31%). Lastly, a great majority of them have completed a bachelor's degree (60.6%) while some others have a master's degree (35.4%). Very few respondents have doctoral degrees (4%).

Table 8. *Demographic Information of Respondents from School X in the Actual Survey*

	Frequency	Percent
Gender		
Female	142	62.8
Male	84	37.2
Total	226	100.0
Marital status		
Married (or in a domestic partnership)	96	42.5
Separated	12	5.3
Single	110	48.7
Widowed	8	3.5
Total	226	100.0
Number of children		
0	110	48.7
1	40	17.7
2	43	19.0
3	16	7.1
4	11	4.9
5	6	2.7
Total	226	100.0
Living type		
Alone	64	28.3
Extended family (other relatives)	70	31
Nuclear family (spouse and children)	88	39
With child/children	3	1.3
With parents	1	0.4
Total	226	100.0
Educational level		
Bachelor's degree	137	60.6
Master's degree	80	35.4
Doctoral degree	9	4
Total	226	100.0

Table 9. *Measure of Reliability (Cronbach's Alpha) per Measure in the Survey*

Measures	Pretest (N=28)
Pace and Amount of Work	.947
Mental Load	.965
Emotional Load	.918
Information	.849
Communication	.899
Social Support	.698
Emotional Exhaustion	.961
Cynicism	.916
Professional Efficacy	.885
Vigor	.919
Dedication	.833
Absorption	.950
Work-Life Balance	.908

Twenty-eight respondents participated in a pilot study to estimate the reliability of the questionnaire to be used in this research. As shown in Table 9, the Cronbach Alpha for all the components is greater than 0.8 which indicates a relatively high and reliable measure. This number means that the questions under these categories measure the same underlying concept quite well. Although *social support* has a Cronbach's Alpha that is a little less than 0.7, this is still satisfactory and reasonable.

This study computed for Pearson's correlation coefficient. Although the scoring system per item is ordinal (i.e. a Likert scale), it is assumed that the calculated scores per domain is continuous in nature. As stated by Norman (2010), parametric statistics, such as Pearson's correlation coefficient, could be used with Likert data and with non-normal distributions. Moreover, taking the average or sum of two or more ordinal variables creates an approximately continuous variable that has been used in several fields, such as in psychology and sociology. Table 10 shows the results of the hypothesis testing for correlation coefficient.

Table 10. *Summary of the Relationships obtained using Pearson Correlation between Variables under Study*

Variables		**Pearson Correlation Coefficient**	**Magnitude**	**Significance (p-value)**	
Job demands	Burnout	.486	Moderate	<.000	Significant
Job resources	Work engagement	.247	Moderate	<.000	Significant
Burnout	Work-life balance	-.439	Moderate	<.000	Significant
Work engagement	Work-life balance	.077	Very weak	.246	Insignificant

Note: p-value < 0.05

Association between job demands and burnout

The JD–R model states that there is a positive and linear association between job demands and burnout. This positive association implies that as job demands increase, burnout also increases.

For this scenario, we set our level of significance (α) to 0.05 since this is the usual value for academic research. This research will reject the null hypothesis (H_o) if the p-value is less than .05. Rejection of the null hypothesis implies that there is enough evidence to support the claim made in the alternative (or research) hypothesis (H_1) and that any association is non-random or non-coincidental. Since the p-value (<.000) is less than α, this study has sufficient evidence to reject the null hypothesis. Rejecting the null hypothesis means that there is indeed a positive, linear, and significant relationship between burnout and job demands. Since the correlation coefficient (r = .486) is between .40 to .60, the relationship between the two is moderate.

Association between job resources and work engagement

The JD–R model states that there is a positive and linear association between job resources and work engagement. This positive association implies that as job resources increase, work engagement also increases. As shown in Table 5, since the p-value (<.000) is less than α, this research has sufficient evidence to reject the null hypothesis. Rejecting the null hypothesis means that there is indeed a positive, linear, and significant relationship between job resources and work engagement. Since the correlation coefficient (r = .247) is between .1 to .3, the relationship between the two is moderate.

Association between burnout and work-life balance

The JD–R model states that there is a negative and linear association between burnout and work-life balance. This negative association implies that as burnout increases, work-life balance decreases. As shown in Table 5, since the p-value (<.000) is less than α, this study has enough evidence to reject the null hypothesis. Rejecting the null hypothesis means that there is indeed a negative, linear, and significant relationship between burnout and work-life balance. Since the correlation coefficient (r = -.439) is between -.4 to -.6, the relationship between the two is moderate.

Association between work engagement and work-life balance

The JD–R model states that there is a positive and linear association between work engagement and work-life balance. This positive association implies that as work engagement increase, work-life balance also increases. As shown in Table 5, since the p-value (.123 = .246/2) is not less than α, this study does not have enough evidence to reject the null hypothesis. This lack of evidence means that the linear relationship between the two is not significant. Although the correlation coefficient (r = .077) is positive, which is still consistent with the framework, that is, as work engagement increases work-life balance also increases, the magnitude is close to 0, which suggests that the relationship between the two might not be linear. It also indicates that the variables might be independent of each other; that is, work engagement does not influence work-life balance.

Predicting Work-Life Balance Using Burnout and Work Engagement

In practice, it is often of interest to conduct regression analyses after correlation. Correlation aims to determine if the variables are associated with each other while regression is done if the prediction is of interest. For this section, burnout is represented as β_1 and work engagement as β_2. This study will test the claim that the two variables significantly predict work-life balance designated as the dependent variable Y. The statistical notation is as follows:

$$H_0: \beta_i = 0, for\ i = 1,2$$
$$H_1: at\ least\ one\ B_i \neq 0, for\ i = 1,2$$

After performing the multivariate regression analysis, the results are as follows:

Table 11. *ANOVA Table Showing Goodness-of-Fit of Full Regression Model*

Predictor	*df*	*F*	p-value
Regression	2	27.716	<.000
Residual	223		
Total	225		

Table 12. *Regression Table Illustrating Prediction of Work-Life Balance Using Work Engagement and Burnout*

Predictor	B	Standard Error of B	β	p-value
(Intercept)	4.468	0.353		<.000
Average of Work Engagement	0.104	0.076	0.081	.176
Average of Burnout	-0.452	0.062	-0.439	<.000

Table 11 shows if the model is significant. Since the p-value (<.000) is less than α (0.05), it appears that either work engagement and, or burnout could predict work-life balance. However, looking at Table 12, it seems that only burnout is significant since its p-value (<.000) is less than α (0.05). Engagement, on the other hand, is not significant (p-value = .176). This result implies that only burnout could predict work-life balance.

The results of another regression analysis, this time excluding the insignificant variable from the model, are shown as follows:

Table 13. *ANOVA Table Showing Goodness-of-Fit of Final Regression Model*

Predictor	*df*	*F*	p-value
Regression	1	53.388	<.000
Residual	224		
Total	225		

Table 14. *Regression Table Illustrating Prediction of Work-Life Balance Using Burnout*

Predictor	B	Standard Error of B	β	p-value
(Intercept)	4.899	0.154		<.000
Average of Burnout	-0.451	0.062	-0.439	<.000

Again, the model is significant, and so is the coefficient. Additionally, it has been reported that the r-square of the final model is 0.192. This number means that 19.2% of the variation in work-life balance could be solely attributed to burnout. The regression model is as follows:

$$\widehat{Work - Life\ Balance} = 4.899 - 0.451\widehat{Burnout}$$

The model above means that assuming burnout is 0, the work-life balance score of the employees is 4.899. For every one-unit increase in burnout, that value is decreased by .451. To illustrate, if the burnout score is 10, then:

$$\widehat{Work - Life\ Balance} = 4.899 - 0.451\widehat{Burnout}$$
$$\widehat{Work - Life\ Balance} = 4.899 - (0.451 * 10)$$
$$\widehat{Work - Life\ Balance} = 0.389$$

Discussion

The purpose of the present study was to determine the relationship between job resources, job demands, burnout, work engagement, and work-life balance. Based on the hypothesized JD–R model, the following relationships were confirmed: A. (hypothesis 1) there is a positive, linear, and significant relationship between job demands and burnout; B. (hypothesis 2) there is a positive, linear, and significant relationship between job resources and work engagement; and C. (hypothesis 3) there is a negative, linear, and significant relationship between burnout and work-life balance. However, even if there was a positive relationship between work engagement and work-life balance, which is still consistent with the framework, (hypothesis 4) the relationship between the two is very weak. This suggests that the variables might be independent of each other, that is, work engagement does not influence work-life balance. Finally, in predicting work-life balance using burnout and work engagement, (hypothesis 5) only burnout is the significant regressor.

The results of hypotheses 1 and 2 are in line with the core assumptions of the JD–R model. According to Bakker and Demerouti (2007), the JD–R model states that every job includes demands as well as resources. Job demands are the 'bad things' at work related to strain (i.e. burnout). On the contrary, job resources are the 'good things' related to motivation (i.e. engagement). This study included three demanding aspects of a teacher's job, namely, pace and amount of work, mental load, and emotional load. Shirom (2003) argues that professionals who work with people are expected to have an ongoing personal, mental, and energetic involvement with them which, in turn, has a potential to lead to emotional exhaustion, cognitive weariness, and physical fatigue. Previous studies have confirmed the significant positive relationship between job demands and burnout (e.g., Barkhuizen et al., 2014; Wang et al., 2014; Brouwers, 2011; Demerouti,

et al., 2001). Also, Sulea et al. (2012) found that interpersonal demands at work (i.e. workplace mistreatment) associated positively with burnout dimensions (i.e., exhaustion, cynicism, and professional inefficacy) among teachers. Concerning the relationship between job resources and engagement, the results from this study also showed coherence with the JD–R model. Many previous studies have consistently revealed that job resources are positively associated with work engagement (Christian et al., 2011; Halbesleben, 2010; Mauno, et al., 2010). De Kort (2016) further explained that the significant relationship between job resources and work engagement is supported by the assumption of the social exchange theory. It suggests that when employees see that their organizations are helping them balance their work and private demands, they feel cared for and supported by their organizations. In turn, these employees feel obligated to reciprocate by showing more favorable attitudes and behaviors, such as work engagement (Aryee et al., 2005; Richman et al., 2008; Saks, 2006).

This study also established a significant negative relationship between burnout and work-life balance. This result has been supported by research conducted by Bell et al. (2012) which claimed that perceived job stress is strongly and negatively associated with work-life balance. The study explained that when teachers feel irritated, lacking control, uncomfortable, and overwhelmed because of their work, they experience less balance between work and personal lives. Abaci (1995) described teachers who experience burnout are the ones who feel 'used up' at the end of a working day. They are emotionally drained, overworked, and underpaid, or even alienated from the school where they work, from their colleagues, or even from the administration itself. Moreover, Bernhard (2006, as cited in Bernhard, 2016) claimed that new teachers reported higher levels of burnout than the more experienced ones. This finding is also reflected in the respondents' average year of service to the school in the present study, which is approximately seven years (with 50% of the respondents already teaching five years and below).

Interestingly, the data from this study revealed that there is no significant association between work engagement and work-life balance. Further research needs to be undertaken to gain more insight into job-related activities that might be relevant to the association of work engagement and work-life balance. Despite the wide range of studies supporting the association of work engagement and work-life balance (e.g. Larasati et al., 2019; De Kort, 2016; Iqbal et al., 2017; Wasay, 2013), Albrecht (2012) asserted that there might be other dimensions of engagement that have not been fully covered by the conceptualization done by Schaufeli et al. (2002). For instance, Macey et al. (2009) argued for a definition of engagement that encompasses work effort and organizational goals. Albrecht (2012) further revealed how research and practice on engagement are progressing along different paths by citing the claim of Macey and Schneider (2008) that "scholars and practitioners think and speak about engagement in different ways"(p. 76). In another study conducted by Parkes and Langford (2008), results showed that out of 28 organizational climate factors (i.e., change, rewards, involvement, leadership, etc.), work-life balance was the least related to engagement. The study further claimed that highly engaged employees would sometimes sacrifice work-life balance to achieve organizational goals, primarily if the organization provides a supportive environment in other ways.

Finally, in predicting work-life balance using burnout and work engagement, only burnout is the significant regressor. Results show that for every one-unit increase in this factor, work-life balance decreases by 0.451. Additionally, this variable accounts for 19.2% of the variation in work-life balance. This result suggests that policies to reduce burnout might be crucial in further discussions.

Recommendations

One major limitation of this study involves the generalization of research results due to the relatively small sample size (N = 226). Therefore, the researcher recommends future studies

to have a bigger sample size by drawing more respondents from other public schools. It would also be interesting to compare data derived from public and private school teachers to observe if there are disparities between their job demands and resources as well as their levels of burnout and engagement. Moreover, the conclusion of this study is subject to the restriction that non-probability sampling was employed. For this reason, there is difficulty in terms of generalizing the results. To further improve the generalizability of this preliminary study, future research can use probability sampling, such as systematic, stratified, and cluster sampling. Using probability sampling can draw more conclusive results about the causal relationships between the study variables that would be true for the entire population. These recommendations of increasing the sample size and employing probability sampling would require longer duration for data collection as well as substantial research funding.

Lastly, effective work-life balance programs are crucial both for the administration and teachers. In this regard, School X may consider building on the initial findings of this study to conduct a quantitative-qualitative approach that it can use to attain similar objectives but with more substantial and value-added insights from respondents on the issue. For instance, School X may facilitate focus group discussions among teachers from different public schools to ensure proper representation. In the same way, the school may also conduct open interviews to evoke more candid responses from the teachers. In doing so, the Philippine public school system may identify and eventually adopt related work-life balance policies and practices.

Implications

The results of this study imply that concerned authorities should lessen the job demands being required from public school teachers to reduce their burnout experience. In the same manner, these authorities can offer initiatives to increase job resources that could result in higher levels of work engagement. School administrators must develop and implement policies and practices to improve the work-life balance of teachers. As Mala (2018) puts it, work-life balance is not just about finding "physical time" to do all that needs to be done. Instead, and more importantly, it is about the "cognitive space" necessary to process, organize, and respond to the rational demands of life within a complex society. Since the JD–R model comprehensively and dynamically captures both the well-known stressful aspects of teaching and motivational potentials, the model can operate as a practical tool for school administrators to fund further studies concerning the welfare of teachers. This particular study on School X is a humble contribution to a better understanding of the occupational well-being of public school teachers in the Philippines.

Conclusion

This study contributed to the limited Philippine-based literature that expounds on how job demands and resources are related to burnout and work engagement, respectively, and how these mechanisms are integral to the work-life balance of public school teachers. It has found out that work-life balance among public school teachers may be further improved primarily by managing and reducing the demands that come along with their jobs. Quite obviously, teaching can be a highly stressful profession. According to Adams (2001), aside from performing numerous and diverse school-related activities daily, teachers are also expected to meet their various personal and social responsibilities. They must accomplish so many paper works, prepare for their classes, submit lesson plans, and evaluate students, as they also try hard to remain updated with their respective teaching areas.

Moreover, they regularly encounter both positive and negative interactions with students, colleagues, school administrators, support staff, parents, and other community members. Undeniably, teachers tend to work under constraints of mental and emotional demands (Renshaw, 1997) because of insufficient personnel, heavy responsibilities, poor employment conditions, and

high expectations from society (Wu et al., 2006). Adams (2001) further stated that teacher stress is a multi-dimensional phenomenon because it is the combination of some or all of these responsibilities, activities, and demands that cause teachers to experience occupationally-induced stress. These are the very reasons why many people view teaching as a profession with high initial commitment – a calling for those interested in building a career in academic work (Hakanen et al., 2006).

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Appendix 1
Survey Questionnaire

Dear Participant,

This survey questionnaire aims to determine the association between job resources, job demands, burnout, work engagement, and work-life balance among Secondary Public School teachers. I would like to request you to answer each item as honestly and accurately as you can. This survey will not take more than 10 minutes of your time. This survey does not collect identifying information such as your name or email address, and therefore your responses will remain anonymous and confidential. All information gathered from this study will be used for academic purposes only. Thank you very much for your time and participation.

Instructions: Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, cross the "0" (zero) in the space after the statement. If you have had this feeling, indicate how often you felt it by crossing the number (from 1 to 6) that best describes how frequently you feel that way.

Job Demands and Resources

	Never	**Almost Never** (A few times a year or less)	**Rarely** (Once a month or less)	**Sometimes** (A few times a month)	**Often** (Once a week)	**Very Often** (A few times a week)	**Always** (Every day)
1. Do you have too much work to do?	0	1	2	3	4	5	6
2. Do you have to work extra hard in order to complete a task?	0	1	2	3	4	5	6
3. Do you have to hurry at work?	0	1	2	3	4	5	6
4. Would you prefer a calmer work pace?	0	1	2	3	4	5	6
5. Does your work demand a lot of concentration?	0	1	2	3	4	5	6
6. Does your work require continual thought?	0	1	2	3	4	5	6
7. Do you have to give continuous attention to your work?	0	1	2	3	4	5	6
8. Does your work require a great deal of carefulness?	0	1	2	3	4	5	6
9. Does your work demand a lot from you emotionally?	0	1	2	3	4	5	6
10. In your work, do you have to be able to convince or persuade people?	0	1	2	3	4	5	6
11. Are you confronted with things that affect you personally in your work?	0	1	2	3	4	5	6
12. Does your work put you in emotionally upsetting situations?	0	1	2	3	4	5	6
13. Does your work give you the opportunity to check on how well you are doing your work?	0	1	2	3	4	5	6
14. Does your work provide you with direct feedback on how well you are doing your work?	0	1	2	3	4	5	6

15. Do you receive sufficient information on the results of your work?	0	1	2	3	4	5	6
16. Does your superior inform you about how well you are doing your work?	0	1	2	3	4	5	6
17. Is the school's decision-making process clear to you?	0	1	2	3	4	5	6
18. Do you hear enough about how the school is running?	0	1	2	3	4	5	6
19. Is it clear to you whom you should address within the school for specific problems?	0	1	2	3	4	5	6
20. Are you adequately kept up-to-date about important issues within the school?	0	1	2	3	4	5	6
21. In your work, do you feel appreciated by your superior?	0	1	2	3	4	5	6
22. Can you count on your superior when you come across difficulties in your work?	0	1	2	3	4	5	6
23. In your work, do you feel appreciated by your colleagues?	0	1	2	3	4	5	6
24. Can you count on your colleagues when you encounter difficulties in your work?	0	1	2	3	4	5	6

Burnout

	Never	**Almost Never** (A few times a year or less)	**Rarely** (Once a month or less)	**Sometimes** (A few times a month)	**Often** (Once a week)	**Very Often** (A few times a week)	**Always** (Every day)
25. I feel emotionally drained from my work.	0	1	2	3	4	5	6
26. I feel used up at the end of the workday.	0	1	2	3	4	5	6
27. I feel tired when I get up in the morning and have to face another day on the job.	0	1	2	3	4	5	6
28. Working all day is really a strain for me.	0	1	2	3	4	5	6
29. I can effectively solve the problems that arise in my work.	0	1	2	3	4	5	6
30. I feel burned out from my work.	0	1	2	3	4	5	6
31. I feel I am making an effective contribution to what this organization does.	0	1	2	3	4	5	6
32. I have become less interested in my work since I started this job.	0	1	2	3	4	5	6
33. I have become less enthusiastic about my work.	0	1	2	3	4	5	6
34. In my opinion, I am good at my job.	0	1	2	3	4	5	6
35. I feel exhilarated when I accomplish something at work.	0	1	2	3	4	5	6
36. I have accomplished many worthwhile things in this job.	0	1	2	3	4	5	6
37. I just want to do my job and not be bothered.	0	1	2	3	4	5	6
38. I have become more cynical about whether my work contributes anything.	0	1	2	3	4	5	6
39. I doubt the significance of my work.	0	1	2	3	4	5	6
40. At my work, I feel confident that I am effective at getting things done.	0	1	2	3	4	5	6

Work Engagement

	Never	**Almost Never** (A few times a year or less)	**Rarely** (Once a month or less)	**Sometimes** (A few times a month)	**Often** (Once a week)	**Very Often** (A few times a week)	**Always** (Every day)
41. At my work, I feel bursting with energy.	0	1	2	3	4	5	6
42. I find the work that I do full of meaning and purpose.	0	1	2	3	4	5	6
43. Time flies when I am working.	0	1	2	3	4	5	6
44. At my job, I feel strong and vigorous.	0	1	2	3	4	5	6
45. I am enthusiastic about my job.	0	1	2	3	4	5	6
46. When I am working, I forget everything else around me.	0	1	2	3	4	5	6
47. My job inspires me.	0	1	2	3	4	5	6
48. When I get up in the morning, I feel like going to work.	0	1	2	3	4	5	6
49. I feel happy when I am working intensely.	0	1	2	3	4	5	6
50. I am proud of the work that I do.	0	1	2	3	4	5	6
51. I am immersed in my work.	0	1	2	3	4	5	6
52. I can continue working for very long periods at a time.	0	1	2	3	4	5	6
53. To me, my job is challenging.	0	1	2	3	4	5	6
54. I get carried away when I am working.	0	1	2	3	4	5	6
55. At my job, I am very resilient, mentally.	0	1	2	3	4	5	6
56. It is difficult to detach myself from my job.	0	1	2	3	4	5	6
57. At my work, I always persevere, even when things do not go well.							

Work-Life Balance

When I reflect over my work and non-work activities (your regular activities outside of work such as family, friends, sports, study, etc.), over the past three months, I conclude that:

(Select the option that corresponds to your level of agreement to the following statements)

Items	**Strongly disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly agree**
58. I currently have a good balance between the time I spend at work and the time I have available for non-work activities.	1	2	3	4	5
59. I have difficulty balancing my work and non-work activities.	1	2	3	4	5
60. I feel that the balance between my work demands and non-work activities is currently about right.	1	2	3	4	5
61. Overall, I believe that my work and non-work life are balanced.	1	2	3	4	5

Demographics

Put a checkmark (✓) on the appropriate box or provide the necessary information.

1) Gender

☐ Male ☐ Female

2) Age

_____ years old (please specify)

3) Marital Status

☐ Single ☐ Married (or in a domestic partnership) ☐ Separated ☐ Widowed

4) Number of children

_____ (please specify)

5) Living type

☐ alone ☐ nuclear family (spouse and children) ☐ extended family (other relatives) ☐ others (please specify _____)

6) Educational level

☐ Bachelor's degree ☐ Master's degree ☐ PhD ☐ Post Doctorate

7) Years of service in your school

_____ year(s) and _____ months

8) Working hours per week

___ hours (please specify)

9) Travel time to workplace

___ estimate time in minute(s) (please specify)

Appendix 2

Summary of the Relationships obtained using Pearson Correlation between Subvariables under Study

Variables				Pearson Correlation Coefficient	Magnitude	Significance (p-value)	
Job demands	Pace & amount of work	Emotional exhaustion	Burnout	-.514	Strong	<.000	Significant
	Pace & amount of work	Cynicism		.275	Moderate	<.000	Significant
	Pace & amount of work	Professional efficacy		-.146	Weak	.028	Significant
	Mental load	Emotional exhaustion		.474	Moderate	<.000	Significant
	Mental load	Cynicism		.260	Moderate	<.000	Significant
	Mental load	Professional efficacy		-.151	Weak	.023	Significant
	Emotional load	Emotional exhaustion		.556	Strong	<.000	Significant
	Emotional load	Cynicism		.474	Moderate	<.000	Significant
	Emotional load	Professional efficacy		-.008	No Relationship	.901	Insignificant
Job resources	Information	Vigor	Work engagement	.160	Weak	.016	Significant
	Information	Dedication		.015	Very Weak	.826	Insignificant
	Information	Absorption		.032	Very Weak	.630	Insignificant
	Communication	Vigor		.388	Moderate	<.000	Significant
	Communication	Dedication		.381	Moderate	<.000	Significant
	Communication	Absorption		.197	Weak	.003	Significant
	Social support	Vigor		.131	Weak	.049	Significant
	Social support	Dedication		.205	Weak	.002	Significant
	Social support	Absorption		.029	Very Weak	.666	Insignificant
Work-life balance	Work-life balance	Emotional exhaustion	Burnout	-.439	Moderate	<.000	Significant
	Work-life balance	Cynicism		-.377	Moderate	<.000	Significant
	Work-life balance	Professional efficacy		-.104	Weak	.117	Insignificant
	Work-life balance	Vigor	Work engagement	.197	Weak	.003	Significant
	Work-life balance	Dedication		.161	Weak	.016	Significant
	Work-life balance	Absorption		-.108	Weak	.106	Insignificant

Note: p-value < 0.05