

# Job Burnout on Teachers as Public Servant

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## ABSTRACT

Workers in the public service sector are one type of work with high risk of job burnout. This study aims to examine the descriptive data of job burnout of teachers as public servants. The data is collected by distributing online questionnaires. Analysis of the demographic data and the level of burnout of the subjects was conducted using descriptive statistical analysis. The results showed variations in the level of burnout when viewed from gender, age, marital status, education level, and length of working as a teacher. In addition, a more significant variation was found in aspects of emotional exhaustion and depersonalization compared to aspect of personal accomplishment. Further research is needed to explore the relationship between these factors and the level of teacher's job burnout.

**Keywords:** job burnout, teachers, pandemic

## 1. INTRODUCTION

Work stress is a severe problem that can lead to more severe mental problems. This condition is called job burnout. Job burnout is characterized by mental and emotional exhaustion due to stress symptoms caused by high pressure from the role, the deadline for completing responsibilities, and the lack of resources needed to carry out these responsibilities [1]. One of the causes of job burnout is the work environment or changes in the organization.

In pandemic conditions, drastic changes in the work environment can be a source of additional stress for workers or employees. The new normal has changed the various ways of life and required individuals to quickly adjust. One of the policies implemented by the government at the beginning of the pandemic was the work from home (WFH) policy, in which workers and government employees were encouraged to work at home. This condition negatively impacted 80% of workers who reported experiencing stress during the pandemic [2]. Furthermore, the same source stated that the stress experienced by these workers started from moderate to severe levels, where workers of productive

age were the group most affected, reaching 83% in the age range of 26 to 35 years [2].

The same is felt by the state civil apparatus (ASN) who work in government institutions. Azhar & Iriani [3] found that ASN in the education office was seriously affected by this condition. As a government institution responsible for public services in education, ASN in the education office may experience increased pressure and burden on these adjustments. Azhar & Iriani [3] found that more than 30% of education office employees experienced severe to very severe stress. This condition is closely influenced by the work environment, such as job demands [4], social support, interpersonal relationships, and organizational changes [3].

In addition, the nature of work related to the provision of services and oriented to public services can be at a higher risk of experiencing job burnout [5, 6]. In line with this opinion, Kurnia & Jatmiko [2] found that the service sector gave the highest response to job stress among other fields. In particular, the scope of professional competence of a teacher is considered to provide high emotional demands due to the workload of providing appropriate and meaningful educational services to students, high expectations for the services provided, sensitivity to

public demands, and greater emphasis on students' academics achievement [5].

Maslach and Jackson [6] stated that burnout is a syndrome that occurs due to an increase in chronic emotional exhaustion due to engaging in work that drains emotional resources. This phenomenon can be characterized by reduced morale, feeling emotionally exhausted, and feeling nothing is pleasant to decrease personal work performance. Therefore, individuals need to recognize signs of work burnout so that they can immediately take steps to overcome this. One of the strategies proposed in this activity is the provision of psychoeducation about job burnout, especially how to recognize the signs and how to overcome them.

Burnout is characterized by three aspects, namely emotional exhaustion, depersonalization, and reduced personal achievement [6]. Emotional exhaustion is indicated by the decrease in emotional energy and loss of enthusiasm [7]. Phenomena such as lack of enthusiasm, feeling emotional exhaustion, and nothing good were also reported by several five elementary school teachers through the questionnaire distributed.

Another aspect is that the decline in personal achievement occurs in a separate process and is related to personal control and social support [5]. Decreased personal achievement can also be indicated by feelings of inability to carry out professional tasks and personal matters and reduced productivity [7].

Dockery and Bawa [8] have summarized from several studies that this work done from home can impact longer working hours, adverse effects on work performance, and the emergence of feelings of social isolation. This condition can put the teacher at risk of experiencing burnout while doing his job as an educator by learning from home. As is known from the literature review conducted by Chang [4], external factors from organizational conditions such as increased workload, longer working hours, lack of instructional support, and unavailability of resources for teaching can affect teacher burnout levels.

In general, the underlying factors can be organizational factors, individual factors, and transactional factors [4]. Organizational factors that cause burnout in teachers can be excessive workload, ambiguity and role conflict, large class sizes, low salaries, inadequate administrative support, excessive testing in [4, 9]. Excessive workload, conflict, and role ambiguity are correlated with increased emotional exhaustion and depersonalization in the burnout experience experienced by teachers [5].

Individual factors refer to personal resources that can potentially make teachers with specific characteristics experience higher levels of burnout. A study conducted by Chang [4] stated that the individual factors included age; gender; marital status, where single teachers are

more likely to experience burnout; certain personality traits and types, and teaching experiences that affect long exposure to chronic work stress. Furthermore, the same source stated that younger age tends to have increased emotional exhaustion and depersonalization, while older age showed decreased personal achievement. Transactional factors are mediators between individual and organizational factors that will influence who will experience burnout in certain situations [4].

## **2. METHODS**

### **2.1. Research design**

This research is quantitative research using a survey study design. In this study, numerical data collected is analysed using statistical techniques to answer research hypotheses through the population of sample data results [10]. Survey design is useful to aim for larger sample in relatively short time.

### **2.2. Research Instruments**

Job burnout was measured using an adaptation of the Indonesian version of the Maslach Burnout Inventory-Educators Survey [11], which consisted of 22 items with a score range of 1 (Highly inappropriate) to 10 (Very appropriate) where the higher the score, the higher the burnout frequency on teachers.

Content validity is achieved using item/total correlation. The coefficient value will be considered valid if the correlation coefficient between the item and the total score equals or is above 0.20 ( $r_{xy} \geq 0.20$ ) [11]. In addition, the reliability test approach used is an estimate of internal consistency reliability where reliability can be considered satisfactory if the reliability coefficient reaches 0.900 [12]. However, the reliability coefficient value of 0.800 to 0.890 is also considered a good reliability value [11]. In this study, the scale will be concluded reliable if 0.800.

This research is quantitative research using a survey study design. Quantitative research is instrument research, where the numerical data collected will be analyzed using statistical techniques to answer research hypotheses through the population of sample data results [10]. This type of correlation research aims to determine the relationship between the variables studied [10].

Through the item/total correlation test, it is known that all items on the job burnout scale have a value of  $r \geq 0.20$ , and the results of the Cronbach's Alpha test show that the job burnout scale has a value of  $\alpha = 0.912$  (a 0.800) so that the scale used can be declared reliable.

**2.3. Data collection technique**

The data collection technique used in this study is a questionnaire which distributed to research subjects to measure the level of job burnout.

Data was obtained by distributing online questionnaires using google forms. Questionnaire link was distributed through the Probolinggo Education office who further distributed it to teachers. The data collection obtained 139 data; however, 34 were filled by non-teachers, therefore being excluded from further analysis. Based on the selection, 105 data was analysed for this research.

**2.4. Data analysis technique**

The data obtained in this study will be analysed using descriptive statistical analysis techniques. The data analysis conducted using Microsoft excel for windows.

**3. RESULTS**

The results showed that the minimum burnout score for participants was 14, and the maximum score obtained by participants was 84. The average score for all participants was 43.43, where the score was included in the moderate burnout level categorization. Details of the burnout level of participants based on categorization can be seen in Table 1.

**Table 1.** Descriptive statistic (N=105)

Variabel	Statistik Deskriptif			
	Min	Max	Mean	SD
<i>Burnout</i>	14	84	43.43	17.29

Based on table 2, it can be seen that teachers who experienced burnout in the very low category were four people (3%), teachers who experienced burnout in the low category were 31 people (30%), teachers who experienced burnout in the moderate category were 33 people (32%), teachers who experienced burnout in the high category were 25 people (24%), and teachers who experienced burnout in the very high category were 11 people (10%).

The results also show a description of the different levels of burnout that participants have based on the sociodemographic data that has been collected, including gender, age, marital status, education level, type of work (permanent/honorary), and how long they have been in the profession as a teacher.

**Table 2.** Job burnout category (N=105)

Interval	Kategori	N	
		Persentase	
< 17	Very low	4	4%
17-35	Low	31	30%
35-52	Moderate	33	32%
52-69	High	25	24%
>69	Very high	11	10%
Total		105	100%

When viewed from each aspect, the level of burnout varies in aspects of emotional exhaustion (EE) and depersonalization (D). However, all participants have low scores on aspects of personal accomplishment (PA). Details of each aspect can be seen in the following table. (Table 3).

**Table 3.** Category Aspect Burnout

Dimensio n	Interval	Category	N	Percent age
EE	0-<17	Low	39	37%
	17 – 26	Moderate	37	35%
	> 27	High	29	28%
D	0 – <7	Low	30	29%
	7 – 12	Moderate	34	32%
	> 13	High	41	39%
PA	0 - <31	Low	100	100%
	31 - 36	Moderate	0	0%
	> 37	High	0	0%

In terms of gender, the average burnout score for men was 41.85, while women showed a lower score of 40.74. This shows that the burnout felt by men is higher even though they are still in the moderate category.

Regarding age, the age division in this study refers to the younger adult age group (19-40 years) and the older adult group (41-60 years). The highest average burnout

score was owned by the 18-40 year age group, which was 41.79, while the average burnout score in the 41-60 year age group was lower at 38.25.

From the marital status point of view, the unmarried and married subject groups are in the same range of job burnout categories, namely moderate burnout. However, the average burnout score was higher at 44.27 for married subjects but did not have children. Furthermore, subjects who have not or are not married have an average job burnout score of 41.41. On the other hand, subjects who were married and had children showed the lowest level of job burnout with an average score of 38.5.

Furthermore, subjects with the high school education level had a burnout score of 37. Whilst the group of subjects with an undergraduate level of education had a burnout score of 24. Subjects with the latest bachelor's education had an average burnout score of 41.21. Subjects who are currently studying at teacher profession education (PPG) have an average burnout score of 42.50. Meanwhile, the subjects with master's degrees had the highest average burnout score of 48.67. On the other side, the average burnout score was lower in honorary subjects of 40.59. In subjects with permanent employment status tend to have higher average burnout score of 42.20.

Based on the years of service, the highest average burnout score of 43 is owned by subjects who worked for 16-20 years. Subjects who have worked for five years or less showed an average burnout score of 42.04. Subjects who have worked for 11-15 years have an average burnout score of 40.2. Subjects who have worked for 6-10 years have an average burnout score of 38.86. Meanwhile, subjects who have worked for more than 20 years have the lowest average burnout score of 27.33.

#### **4. DISCUSSION**

The results showed that more than 50% of the subjects were categorized as moderate to very high burnout. Based on the three aspects of burnout, more than 50% of the subjects experienced moderate to high levels of emotional exhaustion and depersonalization. Meanwhile, all participants are included in the low category in dissatisfaction with personal achievement aspect

Based on the causes, there are three factors that contribute to burnout in individuals, namely organizational, individual, and facilitator [4]. If viewed from organizational factors, factors that can cause burnout include high pressure from the role undertaken, deadline for completion of responsibilities, and lack of resources needed to carry out these responsibilities [1].

Learning from home is part of the reason that required teachers to immediately adapt to new learning systems and methods, both in terms of competence and learning support facilities. The difference of competence in

accessing learning media makes some parents and teachers need time to understand or study learning media previously wholly foreign to them. It is undeniable that providing services for parents or students who need guidance in accessing learning also contributes indirectly to increasing the workload of teachers [14].

In addition to the organizational factors above, based on the sociodemographic data of participants including gender, age, marital status, education level, type of work, as well as data on how long they have been in the profession as teachers, it is known that these factors appear to have a relationship with higher levels of job burnout. experienced by the teacher.

According to Maslach and Jackson [6] women are more likely to experience burnout than men. One of the underlying possibilities is expressed by Schaufeli and Enzmann [as cited in 15] that women tend to be more emotional. However, the results of this study showed that the average burnout score was found to be higher in men than women, even though the difference were not significant and within the same level of burnout categorization. Cahyani [11] also found no significant difference in the level of burnout in terms of gender.

In terms of age, Chang [4] states that individuals with a younger age tend to experience increased emotional exhaustion and depersonalization, while older people tend to decrease personal achievement. However, the results in this study showed that the average score in all three aspects of emotional exhaustion, depersonalization, and decreased personal achievement was found to be higher in the younger age group of 18-40 years.

Chang [4] also mentions that single teachers are more likely to experience burnout in terms of marital status. This result was also found in this study, where unmarried teachers showed high burnout scores. Cañadas-De la Fuente et al. [16] explained that unmarried workers did show high depersonalization scores (assessment of personal achievement) due to a lack of support and security from family/partners. On the other hand, this study found that teachers who were married and had children tended to show lower burnout. These results are also supported by the study of Cañadas-De la Fuente et al. [16], who stated that the conditions of raising children could reduce emotional exhaustion and feelings of overwork.

From the level of education, the results of this study indicate a tendency of higher average burnout score in align with the higher level of education of the subjects. An indication that a higher burnout is occurred is also shown on subjects who are currently studying for a degree. The lowest average burnout score is teachers with high school education, then increases to teachers with Bachelor degrees, teachers who are currently studying PPG, and the highest is teachers with master degrees. These results align with Wulan & Sari [15] that found

burnout scores tend to be higher for teachers with higher levels of education. It may be caused that the individuals with higher educational backgrounds tend to have higher expectations from their work and what they can get from it.

Based on the type of work, the results of this study indicate that the average burnout score was found to be higher for permanent teachers than for honorary teachers. The result is contrary to the initial study conducted by Wulan and Sari [15], which found that burnout tend to be higher among honorary teachers compared to permanent teachers. According to the same source, it is because honorary teachers have the same workload as permanent teachers but are not accompanied by the same rights related to income.

The difference in these results can occur because, in this study, 4.88% of teachers continued to report more workloads during work from homes that were not related to teaching or teaching administration due to additional positions, such as school administration, online new student admissions committee, as well as extracurricular coaches and administrators. On the other hand, only 1.12% of honorary teachers have additional workloads unrelated to teaching or teaching administration. According to Chang [4] regarding the effect of workload on burnout, higher responsibility can make the burnout level of teachers remain high.

Based on the length of working as teacher, the results of this study did not indicate any relationship between years of service and the average burnout score of participants. This result is aligned with Larasati and Paramita [17] regarding differences in burnout levels in terms of years of service. The results do not show significant differences in terms of years of service.

## 5. CLOSING

The results showed that the job burnout experienced by teachers as public sector servants varied in aspects of emotional exhaustion (EE) and depersonalization (D) but showed less variation in aspects of personal accomplishment (PA). Further studies are needed to gain a better understanding of the results of this study.

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