DO JOB DEMANDS-RESOURCES MODEL AFFECT BURNOUT AMONG PENANG PRESCCHOOL TEACHERS

Ahmad Juliana*
School of Education and General Studies
SENTRAL College Penang
Malaysia
juliana@sentral.edu.my

Siti Saffardin Fairos
School of Education and General Studies
SENTRAL College Penang
Malaysia
sitifairos@sentral.edu.my

Kok Ban Teoh
School of Education and General Studies
SENTRAL College Penang
Malaysia
derickeoh@sentral.edu.my

*Corresponding Author email: juliana@sentral.edu.my

Submission: 20 November 2020    Revised: 24 December 2020    Accepted: 19 January 2021

Peer-review under responsibility of 6th Asia International Conference 2020 (Online) Scientific Committee
http://connectingasia.org/scientific-committee/
© 2021 Published by Readers Insight Publisher,
Office # 6, First Floor, A & K Plaza, Near D Watson, F-10 Markaz, Islamabad. Pakistan,
editor@readersinsight.net

This is an open access article under the CC BY license (http://creativecommons.org/licenses/4.0/).
ABSTRACT

The vulnerability to burnout among teachers from Penang preschool has become an intense issue to be addressed. Moreover, preschool teachers struggle with more burnout when there are greater levels of job demands and insufficient levels of job resources. Therefore, this paper aimed to inspect the predictors of burnout among preschool teachers. Besides, this paper examines also work engagement as the promising mediator. There was a total of 102 participations by Penang preschool teachers in the research. The study discovered that work engagement was in a significant negative relationship with burnout. Meanwhile, job demands were in a significant negative relationship with work engagement whereas job resources were in a significant positive relationship with work engagement. Furthermore, it is determined that job demands and job resources possessed a significant indirect relationship with burnout respectively, through work engagement as a mediator. The outcomes of this study are advantageous to both scholars and practitioners who wish to safeguard and minimize the burnout level among preschool teachers.

Keywords: Job Demands, Job Resources, Work Engagement, Burnout, Preschool Teachers

RESEARCH HIGHLIGHTS

The focus of this study is:

2. Job resources increases work engagement among Preschool teachers.

GRAPHICAL ABSTRACT

The graphical abstract is shown below:

Research Objectives

The objectives in this study are:

1. To investigate the association between job demands and work engagement.
2. To investigate the association between job resources and work engagement.
3. To investigate the association between work engagement and burnout.
4. To investigate if work engagement mediates on the association between job demands and burnout.
5. To investigate if work engagement mediates on the association between job resources and burnout.
Methodology

A quantitative approach was used in the study. All data collected from the preschool located in Penang, Malaysia. The study employed a purposive sampling. The sample was selected with the three criteria. First, respondents must be full-time preschool teachers. Second, the respondents were preschool teachers who have worked in their current kindergarten for at least a year. Lastly, the respondents must work in the kindergartens located in Penang, Malaysia. The present researchers considered full-time preschool teachers with at least one year of employment because preschool teachers might not experience burnout in the first year of employment (Teoh & Kee, 2019). The researchers approached the preschool principals and informed them of the study’s purpose. After obtaining permission from the preschool’s principals, the questionnaires were put in an envelope, and the preschool principals help to distribute the questionnaire to their teachers who met the criteria.

Results

The study discovered that work engagement was in significant negative relationship with burnout. Meanwhile, job demands were in a significant negative relationship with work engagement whereas job resources were in a significant positive relationship with work engagement. Furthermore, it is determined that job demands and job resources possessed a significant indirect relationship with burnout respectively, through work engagement as a mediator.

Findings

In the present study, it was found that a higher level of job demands reduces work engagement levels among preschool teachers. This is consistent with prior study that negative features of job demands resulted employees to be less engaged at work (Teoh & Kee, 2018). On the other hand, a higher level of job resources increases work engagement levels among preschool teachers. This builds on previous study that resources at work by the management had lead employees to be better engaged at their workplace (Ahmad, Saffardin & Teoh, 2020). Next, it was shown in the present study that a higher level of work engagement reduces burnout levels among preschool teachers. This is corresponding to prior study that engaged employees are enthusiastic about their work and hence, they tend to experience less burnout (Teoh & Kee, 2020). Lastly, it was also realized that both job demands and resources do effect on work engagement, which in turn reducing burnout levels among preschool teachers.

References


**Author's Biography**

Ahmad Juliana, is a senior lecturer at the School of Education and General Studies, SENTRAL College Penang. She obtained her Bachelor's degree in Human Sciences (Political Sciences) from International Islamic University Malaysia (IIUM). Her area of interest in education has made her pursue a Master’s Degree in Education (Early Childhood Education) from University Tun Abdul Razak (UNITAR).

Siti Saffardin Fairoz, is a lecturer at the School of Education and General Studies, SENTRAL College Penang. She obtained her Bachelor’s degree in Early Childhood Education and Special Needs Children from Universiti Malaya, and her master’s degree specialized in Early Childhood Education from Universiti Sains Malaysia. She’s currently pursue her study in Management, Leadership, and Education field for a doctorate level in Universiti Sains Malaysia.

Kok Ban Teoh, PhD, is a senior lecturer at the School of Education and General Studies, SENTRAL College Penang. His areas of interest are organizational behavior, psychosocial safety climate and burnout. He obtained his Bachelor’s degree in Applied Statistics and Master of Statistics degree from the School of Mathematical Sciences, Universiti Sains Malaysia, and his doctorate degree in organizational behavior and development from the School of Management, Universiti Sains Malaysia. In 2020, he received the best presenter award from the Industry 4.0 Regional Conference 2020 and the editors’ pick award from the international Postgraduate Symposium in Tourism and Hospitality 2020.