



## DO JOB DEMANDS-RESOURCES MODEL AFFECT BURNOUT AMONG PENANG PRESCHOOL TEACHERS

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## 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*

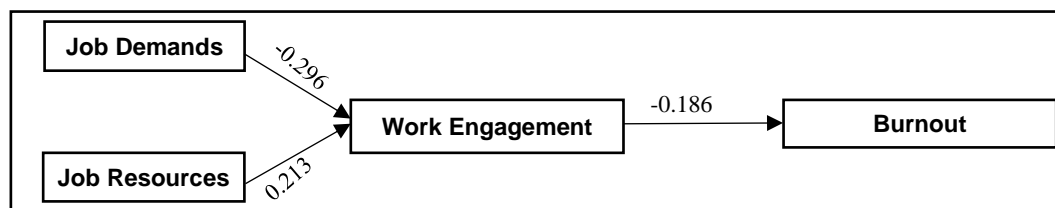
## RESEARCH HIGHLIGHTS

The focus of this study is:

1. Job demands reduces work engagement among Preschool teachers.
2. Job resources increases work engagement among Preschool teachers.
3. Work engagement reduces burnout 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 enagegemt 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 (Ahamd, 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.

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### Author's Biography



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