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Job demands and job resources as predictors to burnout among teachers during COVID-19 pandemic

Caga, Ginalyn ✉
University of Mindanao Tagum College, Philippines (cancher1989@gmail.com)
Avelino, Ionne
University of Mindanao Tagum College, Philippines (gstagum@umindanao.edu.ph)

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Abstract

The study dealt with job demands and job resources forecasting burnout among teachers during COVID-19 pandemic. The primary goal of the research was to determine the significant relationship between job demands and job resources on burnout utilizing quantitative non- experimental correlational technique with 230 junior high school teachers from seven (7) public secondary and two (2) integrated schools in Santo Tomas West and East District as respondents of the study. Mean, Pearson (r), and Multiple Regression were the statistical tools used for the data treatment. Outcomes displayed a high level of job demands, an average level of job resources, and a low level of burnout. Moreover, there was a significant relationship among the domains of job demands and job resources and burnout. However, only pace and amount of work, and physical effort were the domains that significantly predicted burnout, while no domain of job resources has significantly predicted burnout among junior high school teachers. Thus, the study revealed that teachers showed a positive attitude and strong commitment despite the evident high job demands during trying times. It is recommended that school administrators shall continue to support teachers' well-being, and uphold their innate resources through psychological first aid and capacity buildings helping them to become more resilient.

Keywords: education, job demands, job resources, burnout, junior high school teachers, Philippines

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1. Introduction

Burnout is a prevalent problem faced by many educators today. Weißenfels et al. (2022) elaborated that teachers taught from a distance, giving online materials and other distance learning modalities to their pupils and supporting them during a difficult period. Further discussion viewed that teachers were at an incredibly high risk of illness as schools progressively reopened. In the study conducted by Jacobson (2016), he stressed that although teacher burnout is not a new issue, it is becoming more prevalent. The result showed teacher burnout leads to teacher turnover, affecting school systems due to the financial and academic costs.

Burnout from the onset was a factor in changing jobs or being off duty at the follow-up (Arvidsson et al., 2019). In the study of Shahrebabaki (2019), he mentioned burnout could be a long, unpleasant related to work state of memory (or condition) accompanied by various physical, psychological, and behavioral changes. Burnout is a long-term, adverse affective reaction accompanied by fatigue and emotional exhaustion. Consequently, if not closely examined, inclinations occur when instructors encounter high-stress levels, which leads to resignation and burnout. Reduced educational quality hurts student achievement as well as teacher well-being and health.

In the Department of Education, in the District of Santo Tomas East and West, teachers are bombarded with too much pressure due to the school job demands brought by the sudden shift of learning modalities, increased workloads, and deadlines. Likewise, the experienced constraints on the job resources have provided teacher burnout experience. According to studies, the result of a perceived discrepancy between job expectations and help is stress. Educators may satisfy the work needs in the equilibrium of work requirements with career materials, or this can finally proceed to educator burnout and attrition (Harmsen et al., 2018; Maulana, Helms-Lorenz, & van de Grift, 2015, Sokal et al., 2020). However, the researcher has not encountered research on the job demands and job resources as predictors of burnout among teachers during the COVID-19 pandemic. The present study can add to the body of wisdom, most especially to the organization and secondary schools, which serves as the research locale. Due to the existing conditions, the researcher was compelled to look into the impacts of job demands and job resources, as well as their related indicators, on teacher burnout, as these could raise awareness of the study's intended beneficiaries and therefore justify the investigation.

1.1 Research Objectives

The conduct of this study was for the purpose of determining what best predicts job demands and job resources to burnout experience among Junior High School Teachers in Santo Tomas East and West District. Specifically, the conduct of the study was to seek answers to the following objectives:

- To describe the level of job demands among the Junior High School teachers in terms of pace and amount of work; mental workload; emotional workload; physical effort; changes in tasks.
- To describe the level of job resources among Junior High School teachers in terms of information; communication; relationship with colleagues; relationship with superior; and remuneration.
- To describe the level of burnout among the Junior High School teachers in terms of emotional exhaustion; depersonalization; and personal accomplishment.
- To determine the significant relationship between job demands and burnout and job resources and burnout.

- To determine which domains in the job demands and job resources would best predict burnout among the Junior High School teachers.

1.2 Research Hypothesis

Testing of the following hypotheses was done at a 0.05 level of significance:

- There is no significant relationship between job demands and job resources on burnout and;
- There is no domain in the job demands and job resources that significantly predicts burnout.

2. Review of Related Literature

2.1 Job Demands

Job demands include work speed and volume, mental and emotional stress, physical exertion, job shifts, work ambiguity, and future uncertainty. The perception of being bombarded with many tasks to complete in not enough time is known as pace and volume of work. "Mental workload" refers to the cognitive demands placed on the brain's information-processing mechanisms. The dynamic workload is given meaning as the exertion required to interact with the feelings that come with a profession. The physical labor demands linked with the musculoskeletal system are called physical effort. Task modifications relate to changes in tasks that may influence employees' work. Ambiguities regarding work relate to a lack of consistency in expectations across and within job functions, as well as conflicting notions about the role and tasks allocated, while uncertainty about the future refers to apprehensions about the job's or company's long-term viability (Lequer et al., 2014)

Role conflict and ambiguity, which sum up frontline employees' emotional fatigue and attrition intentions, can be a source of stress in situations demanding great effort to maintain the necessary quality performance (Roslan et al., 2015). Furthermore, the educational career has experienced substantial modifications in recent decades, referred to in the literature as "intensification." Educators are subjected to assumptions and stress from outside sources (e.g., superiors, stakeholders, and policymakers), resulting in greater job assignments, both educational and non-educational (e.g., managerial chores), and less time spent with coworkers and personal life. It can result in a constant sense of work overload at work and at home, as well as the loss of specific career competencies and job-related stress (De Carlo et al., 2019).

Indeed, teaching is extensively identified as a tough job, categorized by various dilemmas such as managerial responsibilities, lengthy working hours, learning environment administration issues, and a lack of independence, to mention less. Teachers only collaborate with their colleagues for roughly 5% of their work time and are secluded from them for the balance of the day. According to the Economic Policy Institute, they are also paid less than other employees with comparable education and experience, which has grown from 4.3 percent in 1996 to 17 percent in 2015 (Allegreto & Mishel, 2016; McCarthy, 2019). Of course, a teacher may face scenarios when needs surpass resources on any given day, as well as times where resources meet expectations. However, research shows that it is the overall evaluation that counts the most: instructors who are continuously on the trailing tip of the material balance are the ones that experience a lot of stress and are prone to feel decreased work contentment, burnout, and career motivation (Lambert et al., 2015).

The existence of high levels of teacher stress in studies conducted in various nations has prompted researchers to look into characteristics of the job and the environment at work that may cause stress. Some researchers refer to these workplace components as "stressors," while others refer to them as "job demands." These components of the job are the job demands. Overwork and job insecurity were recognized as occupational stresses in this study (Skaalvik & Skaalvik, 2018). According to studies, other aspects of the job demands, such as time pressure and disciplinary issues, are linked to stress, emotional tiredness, decreasing intensities of motivation and work contentment, diminished self-efficiency, and a desire to leave the job as a teacher. Although

highlight is on education quality worldwide, many countries face a teacher shortage. Teacher burnout, or the leaving of educators from their jobs, exacerbates the situation. Many instructors leave the classroom for reasons other than retirement. Stressful workplace environments are reasons why people abandon their educational careers (Skaalvik & Skaalvik, 2016).

Different indicators, such as the teacher's assessment of demands and strategies for managing them; aspirations for possible future requirements and the educator's preparedness to deal with them; and the educator's capacity readiness and means in successfully managing requirements, are used to determine an educator's level of stress (Bottiani et al., 2019). Furthermore, instructors are expected to simply do their greatest by adjusting, modifying, and aiming for efficient interactional verbal instruction by utilizing various materials in the online modality. Most (any) policy decisions haven't considered how practical it is for educators to meet these objectives, and the stress that arises is treated as an afterthought, if at all. Educators are coping with a variety of issues, including medical concerns for themselves and their families, changes as a result of working from home, danger to their current employment and professional path, new domestic and household tasks, and being restricted to their houses (Maclntyre et al., 2019). Moreover, despite the challenges that come with this great purpose, it is a very challenging job that needs a comprehensive perspective of dedication, energy, and eagerness. Educators are motivated and committed to achieving long-term goals in order to have a positive impact on their students' lives. The majority of teachers have been impacted by stringent regulations enacted in response to the economic and educational crisis, as well as unstable working conditions that jeopardize their careers. As a result, there is a provision for teachers' best professional position possible, consistent with their professional obligations, credentials, and talents in improving society (Fabelico & Afalla, 2020).

It can also lead to burnout. According to decades of research, burnout is often the outcome of increasing job demands of components that need continual physical, emotional, or cognitive effort. Workload, job uncertainty, role confusion, role tension, demanding events, and work tension all appear to have a role. After being exposed to excessive job expectations, workers develop chronic fatigue and mentally withdraw from employment (Bakker & de Vries, 2020). They also identify inflexible coping and self-defeating techniques as dysfunctional methods. Many people are prone to experience this mindset and behavior when their job stress or burnout increases. It could aggravate job stress by establishing a vicious circle of employment expectations and pressure. According to continuous cohort studies, employees may experience the maladjusted control response cycle numerous times before developing holistic and long-term burnout (Leone et al., 2008 as cited by Bakker & de Vries, 2020).

Job demands are defined as "those physical, social, or organizational components of the job that necessitate persistent physical or mental effort and in connection with particular physiological and psychological costs." Job resources are "those physical, psychological, social, or organizational characteristics of the job that may: (a) be functional in attaining work goals; (b) minimize job demands and related physiological and psychological costs; (c) inspire personal growth and development." The model's postulated relationships have received much support from empirical investigations (Bakker & Demerouti, 2017). There are specific problems for further investigation. These include the importance of analyzing team and organizational needs and resources, as well as the possibility of direct relationships between work resources and expectations. Bakker and Demerouti (2017) also propose categorizing job demands into two types: obstacle and challenge needs. (LePine et al., 2005 cited by Bakker & Demerouti, 2017). While both need work, the latter benefits from personal growth and success, it is conceivable that their designation depends on the circumstances. The writers further suggest more incredible study into the causal mental or physical aspects of well-being deficiency and encouraging methods to areas where the JD-R model presently depends on exterior hypotheses. Work takes up a large chunk of most people's lives. Labor gives structure, meaning, and purpose on the one hand. Educators can have a major impact on stockholders and employees throughout their careers (Bakker & De Vries,2020; LePine et al., 2005).

Daily, educators motivate children, business people, and investors to generate economic worth, and physicians save lives. Jobs that require high performance should be satisfying and fun. On the other side, the

same task could be highly demanding and cause severe psychological distress. One can question how an enjoyable and worthwhile career transforms into a challenging and complex encounter. Stress from work can impact never-ending tasks, pressure from work, role confusion, and organization (Breevat & Bakker, 2018).

Workplace expectations and stress, in particular, may lead to misaligned self-control knowledge and behaviors because stressed people have a more challenging time concentrating and are more likely to make work-related mistakes (Van der Linden et al., 2005). Furthermore, negative emotions (anger, despair, and impatience) limit employees' cognitive activity repertoires when stressed (Fredrickson, 2003). Two maladaptive methods we address are inflexible coping and self-undermining. Educators are prone to experience various characteristics and knowledge when job stress or burnout increases. Employment stress aggravates the situation by generating a vicious cycle of job expectations and pressure. According to research, employees may go through the maladjusted control response cycle before developing a complete and long-term burnout (Bakker & DeVries, 2020; Leone et al., 2008).

Job demands that require mental exertion, including somatic, cognitive, societal, or institutional components, are also mentioned. According to the same study, employment expectations may become an issue when a high degree of devotion is needed to maintain the desired accomplishment level, progressing to negative responses like burnout. All aspects to examine include the amount of work required, as well as the circumstances and time constraints related to the job. Based on research conducted in Europe, job and time limits can be a barrier, and role ambiguity can hinder (Bakker & de Vries, 2020). Job demands, such as independent distracting behavior, job capacity, and a bad environment at work, have also been identified as the top source of psychological stress among early childhood educators. Their remuneration influences the value of their work (Foong et al., 2018). Meanwhile, Foong et al. (2014) revealed that instructors in the private sector of Malaysia concerned with education, specifically in early childhood had a significant throughput level, which is to this issue. On the other side, job expectations have a big influence on teacher conduct, job resources, and burnout (Ahmad et al., 2020).

As a result, a complex profession that requires a lot of mental and physical capacity from individuals might lead to exhaustion and health issues. When job resources aren't a hindrance, though, they can improve employee engagement and the company's overall effectiveness. According to the findings of the study, there are high expectations for the degrees of burnout detected in the respondents (particularly sensitive fatigue) and the occurrence of symptoms that could indicate psychosomatic discomfort (Harrison et al., 2017; Rizo-Baeza et al., 2018). As a result, this study investigates the relationship between work-family conflicts and contextual work-related factors such as job expectations and job resources. The authors assume that job requirements (that is, subjective and objective work capacity) connect with work-family difficulties among teachers using the Job Demands-Resources (JD-R) paradigm. In addition, the authors examine how work materials, such as supervisory support, work independence, and decision-making engagement, influence work-family conflicts under the JD-premise R's (De Carlo et al., 2019).

2.2 Job Resources

Information concerning an employee's work, particularly performance feedback, is classified as job resources. Communication represents the access to information about the issues and progress of the organization. The team culture and the social support that instructors might receive from their co-workers are essential factors that inspire employees and minimize the effects of increased job demands. Management provides proper financial and non-financial employment resources to employees to improve performance. When job demands are high, job resources might help the business achieve its objectives (Demerouti & Bakker, 2011 cited by Adil & Baig, 2020). Relationship with superior represents the relationships between teachers and their distinguished principal and the potential social support workers can receive from their model. Remuneration refers to the salary/allowances that teachers receive (Laquer et al., 2014).

To satisfy the expectations and protect themselves from further depletion, workers must spend more

resources Schaufeli et al., (2014), since meeting such demands necessitates the investment of valuable materials, also referred to as advantages. Job resources are organizational, physiological, sociological, and psychological factors that enable employees to complete duties. According to Schaufeli et al. (2014), resources can assist people to cope with job demands. People may be motivated in two ways: by supporting personal growth (intrinsic motivation) or by aiding them in reaching job objectives (outside inspiration) (extrinsic) (De Carlo et al., 2019).

Another study looked at job resources as aspects of bodily, emotional, sociological, or work organizations that help people grow, learn, and develop while also reducing work-related demands and expenses. Job requirements are huge when job materials are minimal and minimal when work resources are plentiful. Demand for teachers will be high when employment materials are minimal (due to insufficient assistance from the headmaster). When teachers, for example, are required to deal with a student's misconduct without the help of their headmaster, they face physiological and psychological strain (Skaalvik & Skaalvik, 2020). Unlike job demands, work materials include various motivating aspects (management support, supervisor feedback, skill development, and autonomy) that help employees cope with increased workloads (Demerouti & Bakker, 2011). To boost performance, the management gives employees effective financial and non-financial employment tools. When job demands are high, job resources might help the business achieve its objectives (Adil & Baig, 2020)

Job diversity, meaning, independence, response, societal assistance from coworkers, good interaction with superiors, and catalytic headship were all discovered to be components of job resources, as were societal assistance supports (work assistance, colleague assistance, job peers, friends, public clusters, family innovations, peer unity, and group connection), and variations in work developments (independence, improvement, contribution, technology utilization, and job coordinates) and catalytic headship (Kim & Wang, 2018). Job resources are known as work involvement, inspiration, and a positive work-connected formation identified by potency, devotion, and commitment in the following study (Prieto et al., 2008). Job resources connect to psychological need fulfillment, according to Jansen et al. (2018). Work materials are identified as a quality of job, including fruitful achievement of job goals, reducing the number of work requirements and the bodily and emotional costs connected with them, and enabling their development (Schaufeli, 2017).

Job resources can play an interior or exterior motivating variable in early childhood education because when instructors lack resources, they cannot meet job expectations (Roslan et al., 2015). According to the same study, if there are insufficient employment resources, such as lack of principal assistance, teacher demand would be high. Job resources are important for meeting job requirements, but they are also beneficial on their own. As a result, instructors with a lot of employment resources will be less likely to burn out (Lee & Wolf, 2018). Job resources are a critic critical in an ideal educational environment and a strong job dedication because of their positive impact on performance results (Ahmad et al., 2020). Job resources refer to the quality of a job, which includes the number of work needs, as well as the physical and mental costs associated with them, as well as the ability to improve them (Schaufeli, 2017). However, not all resources were substantially linked to the latter stages of burnout, suggesting that looking at individual resources in a pandemic rather than looking at resources as a whole as a latent variable helps improve the model. There are suggestions for boosting teachers' well-being (Sokal et al., 2020)

Job resources can operate as an extrinsic instigator since the availability of materials (including organizational assistance, development possibilities, societal assistance, and promotion) can impact an employee's motivation to commit time and energy to the given obligations. It is more likely that activities are successful and job goals are met in these scenarios. Whether it is via the fulfillment of basic requirements or job-connected objectives, the impact will be affirmative, and commitment is probable (Ahmad et al., 2020). The JD-R Theory, in particular, classifies job resources like physical, psychological, social, or organizational aspects of the job that are useful in achieving work goals, reducing job demands and associated physiological and psychological costs, or encouraging personal growth, learning and development (Bakker & Demerouti, 2017).

Job resources can either play an internal encouraging function by nurturing worker development, acquisition of knowledge and professional growth or fill an external optimistic process by assisting in the achieving job objectives. Job demands are stressors in a position that requires a lot of effort to meet the desired level of performance, which can lead to job burnout because of significant requirements and insufficient supply of materials (Schaufeli et al., 2020). Beausaert et al. (2016) found that job resources have a positive (cross-lagged) effect on teachers' and school principals' autonomous work motivation, contributing to occupational commitment. Because instructors cannot meet work expectations when they are short on resources, work materials can serve as both an internal and external motivator in early childhood education (Roslan et al., 2015).

Job resources might act as an extrinsic motivation since their availability (including organizational assistance, development opportunities, community assistance, and promotion) can impact an employee's inclination to commit their efforts to the given responsibilities. It is more likely that activities are successful and job goals are met in these circumstances. Whether it is across the fulfillment of standard requirements or the attainment of job-linked objectives, the impact will be affirmative, and commitment is advantageous in both circumstances. It may also operate as an extrinsic motivation since materials (such as organizational assistance, development possibilities, community assistance, and progression) may influence an employee's desire to devote their efforts to the assigned duties. In some circumstances, tasks are more likely to be completed efficiently, and job goals are more likely to be accomplished. The outcome will be favorable, whether it is across the fulfillment of fundamental requirements or the attainment of job-linked objectives, and engagement is likely in both cases (Schaufeli & Bakker, 2004).

Boosting job autonomy and conceiving and exploiting managers' abilities are all part of increasing structural job resources. Managers' competencies meet their position needs when developing their knowledge, skills, and skillsets through job crafting. Furthermore, managers can achieve their goals, and match their actual responsibilities with expected roles by acquiring the knowledge, skills, and abilities required for their work, resulting in little role ambiguity. Furthermore, when managers are given autonomy in their jobs, they can create their performance goals, and choose their compensation (Panisoara et al., 2020). Furthermore, job resources such as community assistance and independence are bodily, mental, community, and institutional of the task that aid in the achievement of job objectives, the reduction of working pressures, and linked physical and emotional value as well as the stimulation of individual development, acquisition of knowledge and growth. These are internally and, or externally inspiring and thus are the primary motivation in the workplace commitment. Still, they may aid in the prevention of burnout (Van den Broeck et al., 2017).

In contrast to job demands, job resources include various motivating aspects (such as management support, supervisor feedback, skill development, and autonomy) that help employees cope with increased workloads. Management provides employees with appropriate financial and non-financial employment resources to increase performance. If the demand for the job is rising, resources for the job might help a business achieve its objectives (Adil & Baig, 2018). As a result, the motivating process begins with employment resources. When the demands for the job are on the rise (e.g., student misconduct, hostile external job surroundings), help for the job, including admiration, innovation, and capacity diversity, are the most projective of job commitment. If needed, work resources are very beneficial and motivational. Work materials are encouraging and add up in affirmation to job commitment (such as a rewarding level of energy, devotion, and fascination) because they give purpose and provide contentment of various individuals' standard requirements (Schaufeli & Bakker, 2004 cited by Bakker & Demerouti, 2018).

Resources on the job are pertinent because of the capacity to provide workers with the tools they need to meet the demands of their careers. While some researchers say that work materials are linked to specific job needs – such as workplace demands that impact the emotional element and job resources that also influence the emotional aspect - others argue that work materials must satisfy the job's specific demands (De Jonge & Dormann, 2006 cited by Bakker & Demerouti, 2018). Personal resources, such as optimism, and self-efficacy, perform a role similar to job resources. Individual resources point to people's perceptions of the level of control

over (work) surroundings. People with high levels of positivity and self-efficiency feel that excellent effects may happen to them and they can handle unanticipated situations. Furthermore, nurses who recognize their resources are more prepared to interact with potential professional requirements like organization and disagreements (Bakker & Demerouti, 2018).

Resources of the job are the components of a workplace (bodily, emotional, societal, and institutional); these are useful in attaining job objectives, decreasing work necessities and expenses (mental and, or physical), or encouraging individual development, acquisition of knowledge and growth **(**Bakker & Demerouti, 2007 cited by De Carlo et.al, 2019; Demerouti et al., 2017). Furthermore, providing additional personal and professional resources to teachers can help them avoid burnout. Teachers must have favorable feelings about and attitudes toward professional development programs to be effective. This study has an objective of the relationships among teacher work engagement, burnout, and training attitudes. interior inspiration drives instructors to connect deeply with the profession (i.e., capitalize on individual career achievement) and dedicate themselves to assisting their students' growth and development as a vocation (Fiorilli et al., 2020).

The JD-R model demonstrates that teachers' job materials could lessen the influence of work necessities on impacts, including tiredness. Teachers, for example, may suffer burnout due to job requirements, such as unfulfilled assumptions from stakeholders and students, and enhance their job commitment as an outcome of work materials, such as mastery of teaching abilities, while starting a new position. Furthermore, work engagement is favorably associated with employment resources for teachers, including independence and provisions for career advancement in the classroom (Nordhall et al., 2020). Finally, research reveals that more resources in the working environment may add up to higher levels of worker commitment. However, the poll discovered a correlation between work supplies and job dedication, indicating that more work materials are more engaged at work. Institutional assistance, development, growth possibilities, and societal motivations are linked to increased job commitment (Ahmad et al., 2020).

2.3 Burnout

Emotional weariness, depersonalization, and personal accomplishment can describe burnout. Emotional tiredness is a factor that contributes to teacher burnout because when they spend their emotional resources, they will feel unable to provide for their own on a mental aspect. Personal accomplishment is an aspect of burnout where teachers feel unhappy about themselves and dissatisfied with their job accomplishments. Depersonalization pertains to the progression of undesirable, pessimistic characteristics and emotions toward students. Personal accomplishment is an aspect of burnout where teachers feel unhappy about themselves and dissatisfied with their job accomplishments (Teles et al., 2020).

Burnout is a process, and the three-phase burnout theory has been proven in teacher research. The first stage, depletion, is marked by mental and physical exhaustion due to exceeding many expectations while having bad things to meet them. The next level is pessimism, a rise in indifference, a lack of compassion, and emotions of hatred and guilt directed towards those engaged in the educational process, such as administrators, parents, and students. A sense of failure is the ultimate stage of burnout, in which instructors think the task is unattainable and no longer believe they can teach successfully (Desrumaux et al., 2015).

Professional burnout is a multifaceted syndrome marked by interpersonal disengagement, diminished accomplishment, and emotional exhaustion. According to different studies, burnout is caused by prolonged exposure to job-related pressures. Burnout is a serious occupational ailment recognized worldwide as having negative consequences for teacher effectiveness and student progress. Teachers work in an emotionally draining environment and are prone to burnout. According to a growing body of research, teacher burnout appears to be one of the primary indications of teacher turnover. Teachers' well-being may affect burnout, which not only affects teaching quality but also causes mental, psychological, and physical impairment (Shahrebabaki, 2019).

Burnout by Maslach and Jackson (1981) in the teacher research, is the hypothesis of three sequential phases

of burnout is characterized and supported **(**Maslach et al., 1996**).** Depletion is the first phase, which includes mental and physical tiredness as a result of a variety of demands and insufficient materials to meet each of them. Cynicism is the following phase, marked by a rise of indifference, a loss of compassion, and sentiments of hatred or guilt toward people involved in the instructional process, such as supervisors, parents, and learners. The last phase of burnout is a sense of failure, in which instructors think the work is complex and disagree that they can teach effectively. This model allows us to track burnout's growth related to educators' intellectual, vigorous, and behavioral feedback to modifications by dividing it into three stages. Furthermore, It is possible to look into the possibility of similar effects on teacher efficacy and technology attitudes (Sokal et al., 2020).

Maslach and Jackson's (1981) tripartite model has been the primary theoretical model of burnout. The three components of the paradigm are emotional weariness, depersonalization, and diminished accomplishment (or achievement in some contexts). Lower individual attainment pertains to a deficiency in an individual's sense of competitiveness and positive achievement in an individual's work. Depersonalization, on the other hand, refers to an unfavorable, insensitive, or cold attitude toward others (typically the recipients of a person's labor or care) (Shahrebabaki et al., 2019). Burnout is a stressful stage that many instructors may experience throughout their careers. What causes burnout, though? Ghanizadeh and Jahedizadeh (2015) reviewed 30person teacher burnout to determine the most important causes and consequences. Educational barriers, disparities, low learner motivation, types of qualities, character confusion, inability to perform social tasks, insufficient time in class preparation, and minimal expectations were all mentioned (Roslan et al., 2015).

Learner misconduct disparages, inability to do group decision-making, job capacity, educational hindrances, unpleasant emotions from teacher judgments about learner characteristics, function excess, job stress, learning environment and confidence, character types and emotive intellect, and variations in educators' insights of learning environment have all been found to influence teacher burnout in several studies (Shahrebabaki et al., 2019). Burnout as understood from both a psychological and a sociological perspective for implementation of appropriate interventions on a personal and structural level. This study, shaped by the researcher's observation, was due to the lack of papers describing burnout as a stress indicator. Burnout is a failure to manage job pressure which presents in emotional weariness, which can proceed to a defeat of sense of individual achievement and a possibility of depersonalizing relationships from a psychological standpoint (Kim & Wang, 2018). However, because of the nature of a teacher's job (working with kids), they often use their learners as yardsticks to gauge their level of achievement. As a result, attempts to combat burnout depend on an educator, to help more resilient and better at dealing with stress (Ahmad et al. 2020).

Teaching is an emotionally draining and demanding profession, with empirical studies confirming that job-related stress predicts emotional tiredness, burnout, and other undesirable effects, including attrition. Attrition rates among teachers are high throughout the world. Although exact data are challenging to come by in Australia, an estimation of 30 to 40 percent of educators disregard the profession during their first five years. This primary retirement from the career is partially due to burnout, which has undesirable concerns for educators, learners, and the learning community. Teacher scarcities may set off a cycle in which the shortfall exacerbates the stress and burnout of other teachers. Teacher retention is important for student achievement because teachers have a significant impact on students reaching their full potential (Craig, 2017; Weldon, 2018 as cited by Rajendran, 2020).

For the aim of the research, the researcher used the emotional meaning of burnout, which sees it as an inability to manage pressure, as well as the sociological definition, which sees it as the outcome of the combined impacts of helplessness, meaninglessness, normlessness, isolation, and estrangement. This study also looked into the effects of stress on teachers. When job stress creates educator burnout, it can have severe consequences for their health and enjoyment, as well as the health and happiness of the students, coworkers, and families with whom they interact daily. To raise awareness of teacher burnout as a result of the current organizational climate and Filipino student culture (Bakker & de Vries,2020). Furthermore, specialists argue that teacher stress is caused by a misalignment between the expectations and requirements of instructors and their ability to deal with

such issues. Workplace reasons alone do not account for the rationale for teachers' anxiety. More significant emphasis is on the manner instructors interpret the hardships they encounter in light of the tools accessible to address them. Pressure links to the instructors' particular perception of their learning environment. If this is the case, identifying and intervening with stressed-out teachers, as well as attempting to improve the overall working environment, should be simple (Schaufeli, 2015).

People burned out from their employment are no longer interested in contributing positively. Their everyday work demands begin to outstrip the individual and specialized materialize (Bakker et al., 2014). Burnout is a lingering pressure illness characterized by continuing sensations of weariness, unfavorable character toward their job (pessimism), and decreased proficient efficiency (Maslach et al., 2001 cited by Schaufeli, 2015). Similarly, it is assumed that a spectrum ranging from severe exhaustion, which occurs after a full day of intense work (and subsides after a relatively short period of recovery time), to a robust and determined type of fatigue or exhaustion, which occurs after an extended period of exposure to more extensive job requirements, as well as difficulties such as intellectual aloofness from the job, mental dilemmas, and dysfunctional attitude, exists (which only disappears after a long time) (Schaufeli et al., 2015).

As a result, burned-out people experienced the feeling of being exploited and weary of having the similar profession they previously loved. The more intense these emotions are, the greater the chance of disastrous repercussions. The majority of research is on personnel who have experienced little or minor burnout. Mild burnout symptoms, which can last for years, maybe connected to mental issues such as job-linked depression and anxiety. Mild burnout symptoms, on the other hand, have been linked to a higher risk of cardiovascular disease, Type 2 diabetes, and death from any cause. Furthermore, workers with subtle symptoms are more likely to suffer from severe long-term burnout connected to time off (Schaufeli et al., 2015). The outcomes mentioned highlight the need to better comprehend and prevent (severe) work burnout. While various studies about burnout are available annually, most of them have poor designs, are too preoccupied with the psychological features of burnout measures, and are definitive rather than subjective. It's critical to progress this study to have better comprehension, avoid and mitigate work burnout. We need to apply more modern research approaches to create scientific advancement (Bakker & Demerouti, 2017).

To provide answers to the management approaches and worker attitudes that are important to job burnout, current concepts must also be challenged and refined. However, there is widespread agreement in the research that the mixture of great career expectations and limited career assets is a significant contributor to burnout (Lesener et al., 2019). It is of great advantage to have a more detailed and comprehensive understanding of the instructional and intellectual methods contributing to burnout. To arrive to the following contribution with this work, we'll first go over what we already know about burnout and what we've learnt. The focus of this article is on the most widespread effects of burnout and the evidence for treatments (Bakker & de Vries, 2020). Second, to demonstrate the extent to which work-related stress contributes to long-term burnout and to study what can be done to prevent weariness buildup, a combination of job demands-resources (JD-R) theory and the individual foundation-control model should be utilized. The fundamental premise is that burnout is caused by inadequate working conditions and a lack of self-control. We regard evasion managing and self-undermining to be maladjusted self-control processes. Work pressure coping and work creation are adjusted self-control processes (Bakker & de Vries, 2020).

This paper's third contribution is the proposal of new burnout treatments. With offer of top-down solutions, such as many human resource techniques and fit management, and the belief that physical instructional materials guide workers in managing temporary exhaustion and avoiding long-term burnout. Treatments become increasingly important when workers progress from one stage of burnout (moderate symptoms) to the following (intense symptoms), according to the proposed paradigm (e.g., continuing or various extreme severe stages of burnout) (Bakker & de Vries, 2020). Fourth, we look at some of the most essential personal resources for managing job stress. Employees with primary individual materials like intellectual feelings and a preemptive attitude are better able to detect and manage their exhaustion in a timely and efficient manner, preventing

burnout (Bakker & de Vries, 2020). Lastly, we discuss the importance of phase in the process of burnout. We look at how moderate burnout signs can lead to longer-term and more severe burnout across the process of accumulation. We also hypothesize that long-term burnout might gradually enhance short-term job strain processes – from day to day (Bakker & de Vries, 2020).

Manifestation of job burnout in the individual's occupational area, and there are symptoms such as depersonalization, level of non-accomplishment, and sensitive exhaustion. The sensation of non-accomplishment relates to low job achievement, no sense of competence, and unfavorable judgments on one's worth; personalization refers to an individual's mentality to deny themselves, alienate others, and be apathetic to things; the term "vibrant exhaustion" refers to someone who has lost interest in their profession, is uninterested in other people, and is too emotional. Teachers' job burnout refers to the state of negative emotions, passive attitudes, and exhausted thought under chronic stress. There is a manifestation of ta typical symptoms including loss of work enthusiasm, indifference to people, alienation from others, and no expectation and ambition for work (Wu, 2020). Furthermore, burnout is a state of acute mental, bodily, and intellectual weariness brought on by excessive pressure. Burnout is the feedback to inadequacy in the emotional aspect and force in dealing with interpersonal connections in the job, according to Prieto et al. (2008). According to the same study, there are three primary components of burnout: tiredness, pessimism, and technical inefficiency. According to the study, interpersonal stresses can create emotional exhaustion, similar to lose and depletion of emotional energy. Insufficiency in performance professionally includes both societal and non-societal factors on job accomplishment, and cynicism symbolizes an apathetic or distant attitude to work (Prieto et al., 2008).

Teaching is an occupation that can cause a lot of stress. The study of Seyedehhav et al. (2012) emphasized that burnout is the extent of the pressures the job offers, burnout, and impacts on both personal and institutions (Ahmad et al., 2020). Burnout is a chronic illness characterized by physical and emotional exhaustion brought on by excessive job demands and continual stress. It pertains to the sensation of being overworked emotionally worked out, and overwhelmed by an individual's job, together with physical exhaustion and a sense of being psychologically and emotionally "drained." Women, on average, report much higher levels of emotional weariness than males, possibly due to their activities outside of work, such as family care (Skaalvik & Skaalvik, 2017).

2.4 Correlation between measures

There has been research that links the three elements discussed in this study, including job expectations, resources, and teacher burnout. There is a discovery that teaching demands during the pandemic function similarly to one another and that they are also associated with employment resources, which first affect burnout. Both job demands and resources have a significant relationship with the teacher's overall well-being, which can have a disastrous effect. It was also mentioned that unrealistic job expectations and resources might lead to emotional exhaustion, depression, and psychosomatic reactions, robbing instructors of their teaching ability (Skaalvik & Skaalvik, 2018; Sokal et al., 2020).

Across all occupational categories, job demands and workloads contribute considerably to fatigue, meaning that there should be modifications in both job demands and job resources to promote long-term organizational performance. Furthermore, there may be diminished work satisfaction if a teacher feels burnout and tiredness due to professional expectations such as teaching duties, teaching-research conflict, and new difficulties. The discovery of teacher pressure in research conducted in numerous states has prompted academics to investigate potentially stressful components of the job and work environment. Some academics refer to these features of employment as "stressors," while others refer to them as "job demands" (Hakanen et.al., 2020).

Teaching is a demanding career, and many instructors are exhausted and cynical. Burnout produced by excessive job expectations that sap a person's energy can mentally withdraw an individual's effort to deal with the resultant burnout. According to various studies, burnout links with workplace demands such as time limits

and excessive responsibilities such as time pressure and job overload. Because of too much for too long, provision depletes power, resulting in burnout. For example, when instructors are given a severe workload for an extended length of time, the energy necessary to complete their job depletes, resulting in burnout. There is an affirmative association between teachers' job demands and their feelings of burnout (Roslan, 2015).

Job demands links indirectly with job resources, according to the findings. The findings are in line with a prior study, which found that a shortage of job resources leads to high job expectations, and defective work materials lead to low job demands. The study outcomes show that work necessities and burnout had a good link. High employment expectations, such as physical strain and student misbehavior, would deplete instructors' vitality. Burnout would happen if you tried to deal with it (Rajendran et al., 2019). As a result, when instructors experience burdens with a tremendous task, their energy depletes, leading to burnout. The study results follow primary studies that have discovered a connection between job demands and burnout. To reduce burnout, the school should lessen part of the physical stress of teachers, such as administrative activities undertaken by the teacher, and offer sufficient time for instructors to fulfill their jobs. Other than that, improving the physical environment in the school, such as improving the quality of indoor air in classrooms and teachers' rooms, providing a safe and comfortable working environment, and providing sufficient teaching aids and laboratory equipment, will help to reduce teacher burnout (Rajendran et al., 2019).

Since instructors evolve from physical to distance modality, the penultimate stage before action—reducing barriers and securing enough resources—becomes increasingly crucial as contextual variables influence attitudes toward change. Some researchers presented a methodology for evaluating job needs and materials in diverse conditions, with the purpose of lower burnout, which is a major factor during factors. Job demands are variable, based on the job material requirements paradigm, and job resources encompass both circumstantial materials given by managers (e.g., compassionate superiors) and personal materials, including educator efficiency and individual care routines. As a result, this approach is adaptable enough to be used in uncommon situations like a pandemic (Ebli et al., 2020; Kin & Kareem, 2018; Sokal et al., 2020)

The heart of the work materials -necessities model is the individual evaluation on a person’s integrated impact of their work necessities and materials. Educators who believe they have the materials they need to complete their work requirements can deal with the contents of the ordered behaviors framework and are resilient educators. If the aforementioned educators maintain a positive attitude and character, they will have more effective resources and face fewer barriers, resulting in finished instructions (Ajzen, 2005; Almato et al., 2020). Teachers who believe they are short on resources in comparison to work expectations, on the other hand, are stressed. These instructors have unwanted thoughts and beliefs regarding the modification, or they have good feelings and insights but lack the materials or are overwhelmed by the obstacles. Their ability to provide adequate education will be put to the test, causing tension (Ajzen, 2005; Almato et al., 2020).

Several recent studies from several nations have found that being a teacher is a profession that comprises many stress factors. The kind of stress that educators encounter is a negative feeling brought on by specific job components. Reduced teacher self-efficacy and well-being, such as more excellent rates of burnout and undesirable impact, unhappiness, and emotional reactions, are possible outcomes of high requirements for the job and lasting educator pressure and stress. As a result of these processes, teachers may experience poorer work satisfaction, decreased intensities of commitment and engagement, and increased inclination to quit the field (Collie & Martin, 2017; Desrumaux et al., 2015; Klassen et al., 2013). Furthermore, teacher stress can lead to not only a stronger desire to leave the profession but also to actual departure. Stressors or job demands are terms used to describe factors of job and job environments that might be sources of pressure. Numerous studies, for example, show that the stress that educators experience is due to assignment and interval constraints. However, job demands and pressures impact teacher motivation and well-being, as well as the positive aspects of the profession (Collie & Martin, 2017; Desrumaux et al., 2015; Klassen et al., 2013).

Positive relationships with coworkers and the institutional organization and the sense of job performance

have demonstrated to be favorably connected to teacher commitment and health but adversely connected to educator stress. Educators who believe they have all of the materials they need to meet their work obligations are resilient educators who can deal with the contents of the ordered behavioral framework. If the aforementioned educators keep a positive attitude and character, they will have more effective resources and encounter fewer obstacles, resulting in completed instructions. A second goal was to see if teachers' well-being mediated connections between (a) job demands and job resources and (b) engagement and motivation to quit the profession (Collie & Martin, 2017; Desrumaux et al., 2015; Klassen et al., 2013).

Employees, on the other hand, start devoting more time to meeting increased job demands, jeopardizing their work-life balance. They first put up their best physical and mental efforts to adequately handle work stress (known as "adjustive response"), even if it means jeopardizing their health (well-being). This situation worsens when the job market has a high unemployment rate, requiring employees to remain. Burnout is associated with job expectations. Employees that are burnt out are unable to complete duties efficiently and effectively in the time allocated. Burnout is the result of rising job demands and insufficient employment resources available to employees, to put it another way. As a result, the company's new management would initially encounter low employee engagement and dedication, as well as a high likelihood of departure (Adil & Baig, 2018).

Studies explored the connections between individual and work necessities and materials and work burnout and commitment through the primary, mid, and later career stages. An additional goal is to incorporate the original work-linked demands caused by technological advances, digitalization, globalization, and diversity. Through workers in various professional stages, the amount of the link between workplace commitment and burnout, i.e., life contentment and miserable indicators, was also investigated. Work requirements appear to link with job burnout at their primary professional stage and multicultural work requirements with job burnout at the professional middle degree. Work requirements seem to link with job burnout at the preliminary professional setting, and multicultural job requirements with work burnout at the intermediate professional stage (Aro & Upadyaya, 2018).

Finally, these reviews of related literature helped clarify the association among these three variables: job demands, job resources, and burnout. Studies and theories from many researchers were used to develop the most critical aspects of this study, demonstrating proof in correlating the metrics that will improve it in general. The presented support of relationships guides the establishment of coherence and unity of ideas that link to one another, proving that this variable exists. Accordingly, literatures were selected to strengthen the study better. This literature has facilitated details of necessary ideas that will help researchers in their future quest for knowledge of these variables.

2.5 Theoretical Framework

The JD-R theory is where this study is anchored. Demerouti et al. (2001) first introduced this theory to comprehend the background of burnout. They discovered two types of work environments that appear to play a key role in the burnout process: job expectations and job resources. They suggest that there are relationships between job demands and resources and total worker burnout and that a particular combination of working conditions influences the development of burnout symptoms. According to the study, employees in occupations with high job expectations and little workplace resources are more likely to feel burnout or exhaustion.

Lequeur (2014), validated a French multicultural extent of job demands and resources, supports the first independent variable. Their research identified seven employment demands: pace and volume of work, mental strain, emotional workload, physical exertion, task changes, work ambiguities, and future uncertainty. Similarly, Lequeurre et al. (2014) support the second independent variable, citing seven job resources in their study: information, communication, participation in relationships with correlations act with superiors, pay, and work independently.

Maslach and Jackson (1981) supported the dependent variable of this study by stating that the Maslach

Burnout Inventory (MBI) has various factors that can affect burnout syndrome, including emotional weariness, depersonalization, and personal accomplishment. Emotional tiredness is a factor that contributes to burnout because when an employee's emotional resources dwindle, they will experience the inability to provide for their own needs on a psychological level. On the other side, depersonalization is the progression of undesirable, pessimistic characters and sentiments against one's client. Finally, personal accomplishment is a type of burnout in which employees are unhappy with themselves and their professional accomplishments. According to this study, burnout has severe consequences for personnel, clients, and the larger institutions with which they interact.

2.6 Conceptual Framework

Illustrated in Figure 1 is the conceptual framework of the study. As presented in the framework, the first independent variable is the job demands of Lequeur et al. (2014) with the following indicators: pace, amount of work, mental workload, emotional workload, physical effort and changes in task. In this study, *pace and amount of work* pertaining to how there are various tasks to perform in a limited amount of time. *Mental workload* is the academic requirement focusing on the cognitive processes linked to the data processing and information. *As well as emotional workload* characterizes the dynamic demands of the job that is required to interact with emotions inherent to a job (for example, provoking anger with hard-to-please clients) and, or feelings of desire in the organization. *Physical effort* refers to the bodily work requirements linked with the human musculoskeletal system (e.g., lifting or moving loads). *Changes in tasks* are the variations that could impact the work of an individual. Likewise, the second is the job resources of Lequeur et al. (2014) with the following indicators: information, communication, relationships with colleagues, relationship with superiors, and remuneration. This study's *information* refers to the accessible data regarding teachers' jobs, specifically concerning accomplishment response. *Communication* represents the access to information about the issues and progress of the organization.

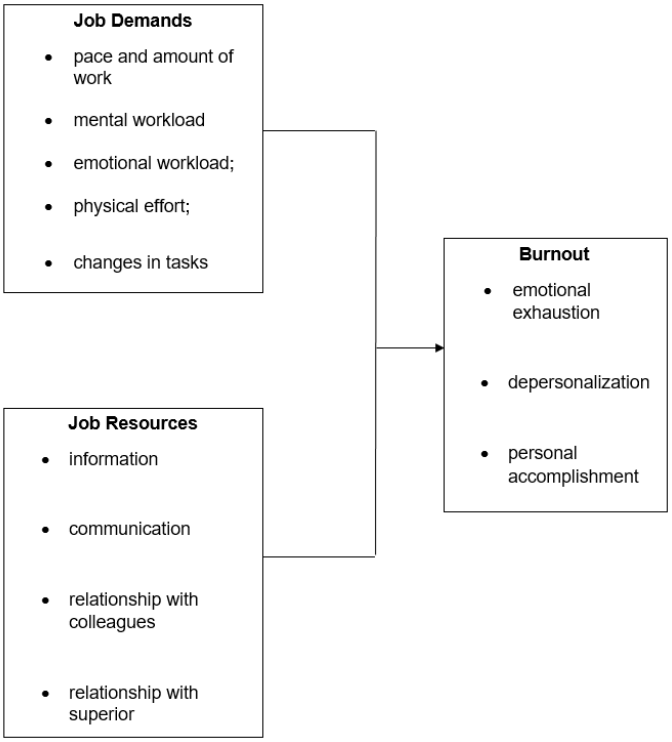

Figure 1. Conceptual Framework of the Study

Additionally, *relationship with colleagues* in the group environment and possible societal assistance that teachers can receive from their co-workers. *Relationship with superior* represents the relationships between teachers and their superior (principal) and the potential social support workers can receive from their model.

Remuneration refers to the salaries and allowances that teachers receive.

The dependent variable is burnout with the following indicators: emotional exhaustion, depersonalization, and personal accomplishment. *Emotional exhaustion refers to* an aspect increasing burnout because as the teachers' emotional resources deplete, they will feel that they are insufficient to provide for their psychological portion. *Depersonalization* is the progression of undesirable, pessimistic characters and emotions of teachers toward their students. At the same time, *personal accomplishments* are an aspect of burnout where teachers feel unhappy about themselves and dissatisfied with their accomplishments on the job.

2.7 Significance of the Study

Educators have a significant impact on students' lives, yet teaching is included in the most challenging careers that an individual can work for (De Nobile, 2017). The following will profit from the findings of this study:

- For starters, it may aid school administrators, who are directing teachers' daily activities and obligations. The findings of this study might help all school administrators enhance teacher well-being and encourage higher work engagement. It will improve administrators' awareness of potential burnout among instructors, allowing them to give essential employment resources to reduce job expectations. It will develop ideas and experimental treatments for preventing burnout among Junior High School teachers during the Covid19 epidemic.

- Second, this may aid teachers in keeping track of and reflecting on their recent professional experience, as well as examining their teaching commitments. The result of the study will help them comprehend the aspects connected with their level of burnout and, at the same time, allow them to cope with possible burnout experiences brought by the pandemic and address the problem experienced through a potential intervention planning.

- Thirdly, the result of the study will benefit the students since they are the ultimate recipient of the teaching and learning process. Teachers can't give students opportunities, directions, or assistance if they're running on fumes. Reducing teachers' burnout will result in more engaged and enthusiastic teachers, which propel the delivery of quality instruction among learners.

- Finally, the outcomes of this research will offer the upcoming study an initial theme on the manner of widening the extent of the study in the sense of the variables included in the study. They may use the result of this study to support the further investigation of job demands, job resources, and burnout.

3. Method

Research Design - This research employed a quantitative non-experimental research approach that included correlational and regression analytic techniques. This strategy is proper when the purpose is to explain the current state of the event while conducting research into the causes of a specific occurrence. A correlational research approach examines the link between two measurable factors without forcing the researcher to modify one of the variables (Curtis et al., 2016). While regression analysis enables researchers to simultaneously explore the effects of several independent factors on a dependent variable, it also provides answers to concerns regarding the connections between diverse variables of interest (Lavrakas, 2008). As a result, employment of these approaches was to quantify the survey results given to target respondents after completion of the survey. The basis for the data gathering procedure was questionnaires. The concentration of the study is to determine the level of job demands, job resources, and burnout among the Junior High School teachers in the East and West Districts of Santo Tomas.

Population and Sample - The selection of the instructor raters was random. The study's subjects were the school heads, and the respondents were 230 teachers from Santo Tomas West and East Districts who differed in the

school context, culture, and way of life. Despite this, they had common work goals of serving and providing quality instructional instruction to their pupils, as well as executing school-mandated duties and responsibilities. The study's respondents were secondary school teachers in Santo Tomas West and East Districts, Municipality of Santo Tomas, Division of Davao del Norte, during the school year 2020–2021. Respondents may withdraw if they feel intimidated during the conduct of the survey.

Research Instruments - The basis of the study's instrument is Lequeurre et al. (2014)'s standardized survey validating a French multidimensional measure for the two independent variables and Maslach Burnout Inventory (MBI) by Maslach and Jackson (1981) for the dependent variable, but a modified questionnaire to fit the study's context. Furthermore, an expert panel confirmed the material, with internal validation ratings of 4.5 and 4.9, considered good. Similarly, a reliability test resulted in a Cronbach alpha of 0.936 for job demands, a Cronbach alpha of 0.966 for job resources, and a Cronbach alpha of 0.944 for burnout, all of which with a description of excellent. The first set of the questionnaire dealt with the job demands with five indicators; pace and amount of work, mental workload, emotional workload, physical effort, and changes in tasks. The parameter of limits used in evaluating the level of job demands among junior high school teachers are as follows:

Range of Means	Descriptive	Interpretation
4.20 – 5.00	Very High	This means that the job demands among junior high school teachers were very much observed.
3.40 – 4.19	High	This means that the job demands among junior high school teachers much observed.
2.60 – 3.39	Moderate	This means that the job demands among junior high school teachers was fairly observed.
1.80 – 2.59	Low	This means that the job demands among junior high school teachers were less observed.
1.00 – 1.79	Very Low	This means that the job demands among junior high school teachers were not observed at all.

The second set of instruments focused on job resources, which included five factors such as information, communication, participation, relationships with coworkers, and superiors, remuneration, and independence in the work. For the job resources, the parameter of limits are as follows:

Range of Means	Descriptive	Interpretation
4.20 – 5.00	Very High	This means that the job resources among junior high school teachers were very much observed.
3.40 – 4.19	High	This means that the job resources among junior high school teachers were much observed.
2.60 – 3.39	Moderate	This means that the job resources among junior high school teachers were fairly observed.
1.80 – 2.59	Low	This means that the job resources among junior high school teachers were less observed.
1.00 – 1.79	Very Low	This means that the job resources for the junior high school teachers were not observed at all.

The third set of instruments contained burnout with three indicators, namely emotional exhaustion, depersonalization, and personal accomplishment. For the burnout, the parameter of limits are as follows:

Range of Means	Descriptive	Interpretation
4.20 – 5.00	Very High	This means that the job resources among junior high school teachers were very much felt.
3.40 – 4.19	High	This means that the job resources among junior high school teachers were much felt.
2.60 – 3.39	Moderate	This means that the job resources among junior high school teachers were somewhat felt.
1.80 – 2.59	Low	This means that the job resources among junior high school teachers were less felt.
1.00 – 1.79	Very Low	This means that the job resources among the junior high school teachers were not felt at all.

Data Collection - Following the panel members' permission, the researcher went through the methods and procedures for obtaining data for the study. The researcher wrote a letter to the Secondary Schools of Santo Tomas East and West District, Division of Davao del Norte, requesting permission to perform the study, approved by the Schools Division Superintendent (SDS). Following approval, another letter was written to the principals of the schools, with the attached SDS's approved Letter to Conduct Study, emphasizing that no work would be disrupted by using Google Forms, obtaining and adopting the new normal trend. After the school head's consent, the online survey questionnaires were distributed, making sure to maintain the respondents' confidentiality. The researcher also reclaimed the survey forms once the respondents had completed all the questions. Finally, the researcher collated and totaled all of the data collected from the respondents for statistical analysis. The statistical data was evaluated and examined. Conclusions were from the data, and suggestions served as the basis on the study's results.

Statistical Tools - For data analysis and interpretation, the researcher utilized the following statistical methods: **Mean.** This statistical approach was used to determine the severity of the problem, as well as the

degrees of job demands, job resources, and burnout among junior high school teachers in the Santo Tomas East and West Districts. **Pearson (r).** This statistical method was used to determine the importance of the relationship between job demands, job resources, and burnout among junior high school teachers in the Santo Tomas East and West Districts. **Multiple Regression Analysis**. This statistical method was employed to assess the impact of job demands and job resources on burnout among junior high school teachers in Santo Tomas East and West District.

Ethical Considerations - Various ethical considerations and issues have direct implications for this quantitative investigation. Such flaws and concerns may occur mainly due to the research methodology. The ethical problems that this analysis is dealing with include the right to perform the study, secrecy, and anonymity. The researcher observed and followed strict ethical norms in the conduct of the study, notably in handling the population and data, including but not limited to: **Voluntary participation.** Provision of option for teachers from the chosen educational institution to engage at their own risk, with no consequences, penalties, or loss of benefits. As a result, the study's goals and advantages will be explained and given to the participating schools. The responders' rights to add up to the corpus of wisdom were then sensibly evaluated and upheld. **Privacy and confidentiality.** The respondents' data that may be necessary for the study was kept private and secret by the researcher. **Informed consent process.** Technical words were not included in the study questions, making it easier for respondents to grasp. It offers the respondents a clear picture of the rewards they may receive as a result of the study's completion. The school principal gave his permission to conduct the study questionnaire. **Recruitment.** The distribution of respondents demonstrated the process of spreading them. The data collection techniques, as well as the distribution of the questionnaire and the categories of respondents that participated in the study, were all thoroughly detailed. **Risks.** The participants are not exposed to high-risk conditions in terms of physical, physiological, or socioeconomic aspects during the study. The researcher strictly observed the protocols to minimize risks amidst the pandemic. The study involves their fields of motivation toward work. **Benefits.** The study's findings help Santo Tomas East and West District and Junior High School administrators learn more about the effects of job expectations and job resources on teacher burnout during the COVID-19 epidemic.

4. Results

4.1 Level of job demands among junior high school teachers

Shown in Table 1 are the mean scores for the indicators of job demands among the junior high school teachers, with the overall mean of 3.69 described as high with a standard deviation of 0.642. It means that job demands among junior high school teachers were much observed. Among the five indicators, the mental load got the highest mean of 4.29, described as very high, followed by Pace and amount of load, which displayed a mean of 4.01, described as high. The third is emotional load, with a mean score of 3.79, defined as high; the fourth is the physical effort with a mean of 3.29, described as average and finally, changes in tasks with a mean score of 3.09 is identified as moderate. The indicator, mental load, attained a very high descriptive equivalent, which indicates that job demands in terms of the cognitive load were very much observed among the junior high school teachers. Meanwhile, indicators of Pace and amount of work, and emotional burden attained high descriptive equivalent, which means that in terms of these two indicators, there was a lot of observation. While the remaining two indicators, physical effort and changes in tasks, attained moderate descriptive equivalent, which indicates that job demands of these last two indicators were just reasonably observed.

Respondents' responses are presented from highest to lowest according to their mean value. *Mental Workload* got the highest mean of 4.29 with the descriptive equivalent of very high, followed by *Pace and amount* of work with a mean of 4.01 described as high. *Emotional Workload* with a mean of 3.79, defined as high; next is *Physical effort* with a mean of 3.29, described as moderate. Lastly, *changes in tasks* with a mean of 3.09 were moderate.

Table 1

Level of Job Demands Among Junior High School Teachers

Indicator	Mean	SD	Descriptive Level
Mental Workload	4.29	0.675	Very High
Pace and Amount of Work	4.01	0.788	High
Emotional Workload	3.79	0.833	High
Physical Effort	3.29	0.966	Moderate
Changes in tasks	3.09	0.912	Moderate
Overall	3.69	0.642	High

Mental load was the indicator with the highest mean of 4.01 and a standard deviation of 0.788, with the descriptive equivalent of very high; this suggests that job demands in terms of mental load were widespread among junior high school teachers. The data indicated from the appended Table 1.1 that the respondents have observed the following order of importance: a mean of 4.41 with a standard deviation of 0.704 described as very high *for working with a required careful observance of instruction*; a mean of 4.37 with a standard deviation of 0.723 described as very high for *working with a required great deal of carefulness;* a mean of 4.26 with a standard deviation of 0.749 defined as very high for *working with required continuous attention;* a mean of 4.22 with a standard deviation of 0.758 described as very high for *working with a required continual though*; and a mean of 4.20 with a standard deviation of 0.808 for *working demanding a lot of concentration*.

Data similarly shown from the appended Table 1.2 reveal that the respondents have observed the following order of importance: A mean of 4.13 with a standard deviation of 0.793 described as high for *having to work extra hard to complete something;* a mean of 4.12 with a standard deviation of 0.891 described as high for *having to work beyond the required regular time;* a mean of 4.10 with a standard deviation of 0.793 described as high *for having to hurry to finish the task*; a mean of 3.99 with a standard deviation of 0.768 *for having to work too much*; and a mean of 3.71 with a standard deviation of 0.965 described as high *for having to work under pressure*.

It is appended in Table 1.3 that the respondents have observed the following order of importance: a mean of 4.30 with a standard deviation of 0.843, described as high for *working demanding a lot of patience*; a mean of 3.84 with a standard deviation of 0.894, defined as high for *having to convince and persuade people at work;* a mean of 3.71 with a standard deviation of 0.900 described as high for *demanding a lot emotionally at work*; a mean of 3.61 with a standard deviation of 1.000 described as high for *confronting with things that affect personally at work* and a mean of 3.47 with a standard deviation of 1.048 described as high for *putting emotionally upsetting situation at work.*

It is appended on Table 1.4 that the respondents have observed the following order of importance: a mean of 3.38 with a standard deviation of 1.024 described as average for being *seriously bothered by having to lift or move a load at work*; a mean of 3.35 with a standard deviation of 1.078 described as moderate for being *concerned of regularly doing recurring tasks continuously for an extended time*; a mean of 3.29 with a standard deviation of 0.996 described as average for *being seriously bothered of having to bend down frequently*; a mean of 3.23 with a standard deviation of 1.063 described as moderate for *being seriously disturbed of having to reach up too high regularly* and a mean of 3.20 with a standard deviation of 1.109 described as moderate for *being bothered by having to fulfill physical tasks beyond capacity.*

They are affixed in Table 1.5 that the respondents have observed in the following order of importance: a mean of 3.22 with a standard deviation of 0.937 described as moderate for *experiencing uncertainties in the changes in processes*; a mean of 3.12 with a standard deviation of 1.040 described as moderate for *struggling in the consequences in the changes in functions;* a mean of 3.11 with a standard deviation of 0.958 described as moderate for *experiencing problems in the changes in processes*; a mean of 3.02 with a standard deviation of 0.918 described as moderate for *failing to be introduced for the possible changes in tasks* and a mean of 2.97 with a standard deviation of 0.966 described as moderate for *experiencing difficulties in adapting to changes in*

functions.

4.2 Level of job resources among junior high school teachers

Shown in Table 2 are the mean scores for the indicators of job resources among the junior high school teachers, with an overall mean of 3.20, described as moderate with a standard deviation of 1.102. There was some evidence of job resources among junior high school teachers regarding information, communication, relationship with colleagues, relationship with superiors, and remuneration. The cited overall mean score was the result from the following computed mean scores from highest to lowest: Relationship with colleagues got the highest mean score of 3.38, described as moderate. Followed by remuneration, which obtained a mean of 3.35, described as moderate, third is information with a mean of 3.33 described as moderate, fourth is communication with a mean of 3.26 described as moderate then finally relationship with superior got the lowest mean of 2.69 described as moderate.

Table 2

Level of Job Resources Among Junior High School Teachers

Indicator	Mean	SD	Descriptive Level
Relationship with Colleagues	3.38	1.306	Moderate
Remuneration	3.35	1.353	Moderate
Information	3.33	1,282	Moderate
Communication	3.26	1.060	Moderate
Relationship with Superior	2.69	1.035	Moderate
Overall	3.20	1.102	Moderate

Respondents' responses are presented from highest to lowest according to their mean value. *Relationships with colleagues* got the highest mean score of 3.38, described as moderate. Followed by *remuneration*, which obtained a mean of 3.35, described as moderate, third is *information* with a mean of 3.33, described as moderate, the fourth is a relationship with *communication* with a mean of 3.26, described as moderate then finally, *relationship with superior* got the lowest mean of 2.69 and still described as moderate .thee job resources that were moderate among the junior high school teachers were *relationships with colleagues*, being the indicator with the highest mean of 3.38 and a standard deviation of 1.306 with the descriptive equivalent of moderate; this means that job demands in terms of interpersonal relationships were observed to some extent, among junior high school teachers.

The data indicated from the appended Table 2.1 reveal that the respondents have observed the following order of importance: A mean of 3.43 with a standard deviation of 1.364 described as high for *not adjusting with colleagues;* a mean of 3.42 with a standard deviation of 1.433 described as high for *not having a good atmosphere between colleagues;* a mean of 3.38 with a standard deviation of 1.389 described as high for *not counting colleagues when encountering difficulties in work*; a mean of 3.36 with a standard deviation of 1.356 described as moderate *for not getting well with colleagues*; and a mean of 3.34 with a standard deviation of 1.274 described as high *for not feeling appreciated by colleagues*.

Attached in Table 2.2 that the respondents have observed in the following order of importance: a mean of 3.41 with a standard deviation of 1.465 described as high for a *feeling of not receiving allowances;* a mean of 3.39 with a standard deviation of 1.491 described as moderate for a *sense of not fairly paid compared to other employees in the DepEd*; a mean of 3.35 with a standard deviation of 1.466 described as moderate for *feeling not receiving a good salary;* a mean of 3.33 with a standard deviation of 1.381 described as moderate for the *sense of not living comfortably with the* compensation and a mean of 3.28 with a standard deviation of 1.446 described as moderate for *not feeling compensated for the work done.*

Data similarly indicated from the appended Table 2.3 that the respondents have observed the following order of importance: a mean of 3.39 with a standard deviation of 1.427 described as moderate for *not receiving a copy*

of performance evaluation; a mean of 3.35 with a standard deviation of 1.335 described as moderate *not receiving sufficient information on the results of work;* a mean of 3.31 with a standard deviation of 1.311 for *not receiving with direct feedback on how well they are doing***;** a mean of 3.30 and a standard deviation 1.295, described as moderate for *not receiving the opportunity to check on how well they are doing* and a mean of 3.30 with a standard deviation of 1.342 described as moderate for *not being informed on how well they are doing.*

Appended in Table 2.4 that, respondents have observed the following order of importance: a mean of 3.30 with a standard deviation of 1.189, described as moderate for *finding hard to hear enough about how DepEd is running;* a mean of 3.29 with a standard deviation of 1.166 described as moderate for *working to receive memoranda/circulars;* a mean of 3.23 with a standard deviation of 1.100, a mean of 3.23 with a standard deviation of 1.184 and a mean of 3.23 with a standard deviation of 1.153 all described as moderate for *finding it hard to have a straightforward decision-making process, not being sure to whom to address a specific problem within the DepEd and struggling to adequately keep up to date about important issues within the DepEd.*

Appended in Table 2.5 that, respondents have observed the following order of importance: a mean of 3.42 with a standard deviation of 1.383 described as low for *struggling to have a good atmosphere with superior;* a mean of 3.40 with a standard deviation of 1.383 described as low for *working on getting well with superior;* a mean of 3.31 with a standard deviation of 1.340 described as moderate for *finding it challenging to raise concern towards their superior*; a mean of 3.30 with a standard deviation of 1.288 described as moderate *for finding it hard to count on my superior when I come across with difficulties in life* and a mean of 3.27 with a standard deviation of 1.298 described as moderate for *finding it hard to be appreciated by my superior*.

4.3 Level of burnout among junior high school teachers

Table 3 shows the mean scores for burnout indicators among junior high school teachers, with an overall mean of 2.29 and a standard deviation of 0.863. It means that burnout among junior high school teachers was less felt. Among the five indicators, *emotional exhaustion* got the highest mean of 2.73, described as moderate, followed by *personal accomplishment*, which posted a mean of 2.14, defined as low. The third is *depersonalization* with a mean score of 2.00 described as low. According to the indicator emotional exhaustion, burnout in terms of emotional tiredness was somewhat felt among junior high school teachers, with a moderate descriptive equivalent. In the meantime, personal success and depersonalization measures had low descriptive matches, indicating that burnout was less noticeable in these two areas. Respondents' responses are presented from highest to lowest according to their mean value. *Emotional exhaustion* got the highest mean score of 2.73, defined as moderate, while *Personal accomplishment* obtained a mean of 2.14, defined as low. And depersonalization got the lowest mean value of 2.00, described as low.

Table 3

Level of Burnout Among Junior High School Teachers

Indicator	Mean	SD	Descriptive Level
Emotional Exhaustion	2.73	0.989	Moderate
Personal Accomplishment	2.14	0.953	Low
Depersonalization	2.00	1.002	Low
Overall	2.29	0.863	Low

The highest is emotional exhaustion, with a mean of 2.73 and a standard deviation of 0.989, with a descriptive equivalent of moderate. It suggests that junior high school instructors experienced some burnout in terms of emotional tiredness. The data indicated from the appended Table 3.1 reveal that the respondents have observed the following order of importance: A mean of 2.99 with a standard deviation of 1.116 described as moderate for the *feeling emotionally drained from work;* a mean of 2.87 with a standard deviation of 1.103 described as moderate for a *feeling of fatigue when waking early in the morning and have to face another day in the job;* a mean of 2.76 with a standard deviation of 1.087 described as moderate for *feeling worn out from work;*

a mean of 2.72 with a standard deviation of 1.115 described as moderate for *feeling so much stress working too hard on my job and working with people;* a mean of 2.33 with a standard deviation of 1.161 described as low for *feeling like at the end of the rope.*

Data similarly indicated from the appended Table 3.2 that the respondents have observed the following order of importance:: A mean of 2.31 with a standard deviation of 1.026 described as Low for *feeling cannot easily understand students' feelings about things;* a mean of 2.17 with a standard deviation of 1.105 described as low for *feeling cannot positively influence other people's lives through work;* a mean of 2.13 with a standard deviation of 1.071 described as low for *feeling cannot positively influence other people's lives through work;* a mean of 2.06 with a standard deviation of 1.050 described as low for a *feeling of cannot deal with work's emotional problems very calmly;* a mean of 2.03 with a standard deviation of 1.069 described as Low for *feeling cannot accomplish many worthwhile things in the job.* Likewise, *depersonalization* got the lowest mean value of 2.00 with the descriptive equivalent of low. This means that burnout in terms of *depersonalization* is less felt among junior high school teachers.

The data indicated from the appended Table 3.3 showed that the respondents had observed the following order of importance: A mean of 2.17 with a standard deviation of 1.105 described as low for *feeling worried that the job is hardening them emotionally;* a mean of 2.08 with a standard deviation of 1.085 described as Low for *feeling more callous toward people since taking the job;* a mean of 2.07 with a standard deviation of 1.119 described as Low for *treating students as if they were impersonal objects;* a mean of 1.87 with a standard deviation of 1.070 described as low for the *feeling do not care to what is happening to some students;* and a mean of 1.83 with a standard deviation of 1.077 described as Low for a *feeling of blaming students for some problems.*

4.4 Significance of the relationships between job demands and burnout among junior high school teachers

Table 4 presents the five indicators that showed the significant relationship between the level of Job Demands and Burnout among Junior High School Teachers. The r-value of changes in tasks was 0.574 with a value of 0.000, and the physical effort r-value was 0.546 with a p-value of 0.000, interpreting a moderate positive correlation. The emotional load had an R-value of 0.366 and a p-value of 0.000, while the Pace and amount of work had an R-value of 0.315 and a p-value of 0.000, indicating a low positive connection. Finally, mental load was assessed as having minimal association with an R-value of 0.103 and a p-value of 0.060.

Table 4

Significance of the relationships between job demands and burnout among junior high school teachers

Independent Variable	Dependent Variable	R-value	r-squared	p-value	Decision α
Pace and Amount of Work	Burnout	0.315*	0.099	0.000	H_0 is rejected
Mental Load		0.103	0.011	0.060	H_0 is not rejected
Emotional Load		0.366*	0.134	0.000	H_0 is rejected
Physical Effort		0.546*	0.298	0.000	H_0 is rejected
Changes in Tasks		0.574*	0.329	0.000	H_0 is rejected

*p< 0.05

The table showed that indicators, Pace and Amount of Work, Emotional Load, Physical Effort, and Changes in Tasks had a probability value of 0.001, which were lower than the 0.05 level of significance, the null hypothesis stating, "there is no significant relationship between the level job demands and level of burnout among junior high school teachers" was rejected, in other terms, not accepted. The factors' low to moderate positive interdependence revealed that the four indicators stated above had a substantial link with burnout among junior high school instructors. However, Mental Load, with a probability of 0.060 higher than 0.05 and negligible interdependence, failed to reject the null hypothesis, stating, "There is no significant relationship

between the level of job demands and the level of burnout among junior high school teachers," and thus accepted the null hypothesis.

4.5 Significance of the relationships between job resources and burnout among junior high school teachers

Table 5 presents the five indicators that showed the significant relationship between Job Resources and the level of Burnout among Junior High School Teachers. All five indicators: Information with r-value -0.288 and p-value 0.000; communication with r-value of -0.287 and p-value of 0.000; remuneration with r-value of -0.255 and p-value 0.000; relationship with superior with r-value of -0.249 and p-value 0.000; relationship with colleagues with r-value of -0.228 and p-value of 0.000 interpret a negative negligible correlation. Since the table showed that five indicators: Information, communication, remuneration, relationship with superior, and relationship with colleagues, indicated all negative R-values and had a probability value of 0.000, which is a lower than 0.05 level of significance, the null hypothesis states that

Table 5

Significance of the relationships between job resources and burnout among junior high school teachers

Independent Variable	Dependent Variable	R-value	r-squared	p-value	Decision α
Information	Burnout	- 0.288	0.083	0.000	H_0 is rejected
Communication		-0.287	0.082	0.000	H_0 is rejected
Relationship with Colleagues		-0.228	0.052	0.000	H_0 is rejected
Relationship with Superior		-0.249	0.062	0.000	H_0 is rejected
Remuneration		-0.255	0.329	0.000	H_0 is rejected

*p< 0.05

There is no significant relationship between job resources and burnout among junior high school teachers" was rejected, or in other words, not accepted. Thus, there is a weak negative relationship between the domains of the job resources on burnout among junior high school teachers.

4.6 Regression analysis on how the domains of job demands predicts burnout among teachers

Table 6 showed regression analysis on the influence of the domains of Job Demands on burnout among junior high school teachers. The table showed the F-ratio of 28.570 and a p-value of 0.000, which were more diminutive than the 0.05 level of significance. It allows the researcher to reject the null hypothesis saying there is no domain in job demands that significantly predicts burnout among junior high school teachers. Thus, there was indeed a domain in job demands that significantly predicted burnout among junior high school teachers.

Table 6

Regression analysis on the influence of job demands on burnout among junior high school teachers

Job Demands	Unstandardized Coefficients		Standardized Coefficients	t- value	p-value	Decision
	B	SE	Beta			
(Constant)	0.865	0.326				
Pace and amount of Work	0.041	0.099	0.033	0.417	0.677	H_0 is accepted
Mental Load	-0.255	0.094	-0.195	2.713	0.070	H_0 is not rejected
Emotional Load	0.101	0.097	0.094	1.045	0.297	H_0 is accepted
Physical Effort	0.259	0.078	0.291*	3.321	0.001	H_0 is rejected
Changes in Tasks	0.364	0.076	0.359*	4.814	0.000	H_0 is rejected

Dependent Variable: Burnout

p<0.05 R= 0.624 R^2 = 0.389 F-ratio = 28.570 p-value = 0.000

The r-value of 0.624 indicated a moderate positive relationship between job demands and burnout among

junior high school teachers. The coefficient of determination, which is .389, that 38.90% of the variation in the level of job demands attributed to the level of burnout among junior high school teachers. The rest of 61.10% was the chance of interpretation, which indicated that the level of job demands among teachers could be attributed to other factors not included in the study. The beta of the indicator changes in tasks was 0.359*, and the p-value was 0.000, less than the 0.05 level of significance. One of the domains of job demands that had a substantial impact on burnout among junior high school teachers was changes in functions. Compared to the other domains, the indication mentioned above had the highest beta, indicating that it was the most important of the five.

Aside from the first one, the *physical effort* had a beta of 0.291* and a corresponding p-value of 0.001, which was less than the significance level of 0.05. It follows *changes in tasks* with the highest beta. It means that *physical effort* is also one of the domains of job demands that have a significant influence on burnout among junior high school teachers. On the other hand, the *emotional load,* which had a beta of 0.094 and a p-value of 0.297, *Pace and amount of work* with a beta of 0.033 and a p-value of 0.677, and *mental load with a beta of -0.195, and a p-value of 0.070* had no significant influence on burnout among junior high school teachers.

4.7 Regression analysis of the domains of job resources predicts burnout among junior high school teachers

Table 7 presented a regression analysis on the influence of the domains of Job Resources on burnout among junior high school teachers. The table showed the F-ratio of 4.857 and a p-value of 0.000, which were more minor than the 0.05 level of significance. It allows the researcher to reject the null hypothesis saying that there is no domain in job resources that significantly predicts burnout among junior high school teachers. Thus, there was a domain in job resources among junior high school teachers that substantially predicted burnout.

Table 7

Regression analysis of the domains of job resources predicts burnout among junior high school teachers

Job Resources	Unstandardized Coefficients		Standardized Coefficients	t- value	p-value	Decision
	B	SE	Beta			
(Constant)	3.118	0.184				
Information	-0.089	0.073	-0.132	1.208	0.228	H_0 is accepted
Communication	-0.114	0.083	-0.139	1.371	0.172	H_0 is not rejected
Relationship with Colleagues	0.019	0.081	0.028	0.23	0.819	H_0 is not rejected
Relationship with superior	-0.012	0.108	-0.015	0.113	0.910	H_0 is accepted
Remuneration	-0.057	0.068	0.089	0.841	0.401	H_0 is not rejected

Dependent Variable: Burnout

*p<0.05 R = 0.313 R^2 = 0.098 F-ratio = 4.857 p-value = 0.000

The R-value of 0.313 indicated a low positive relationship between job resources and burnout among junior high school teachers. The coefficient of determination is 0.098 that 9.80% of the variation in the level of job resources attributes to burnout among junior high school teachers. The rest of 91.20% was the chance variation which indicated that the level of job resources among teachers could be attributed to other factors not included in the study. The indicators information, which had a beta of -0.132 and a p-value of 0.228; communication, which had a beta of -0.114 and a p-value of 0.172, relationship with colleagues, which had a beta of 0.019 and p-value of 0.819, relationship with supervisor, which had a beta of -0.012 and p-value 0.910, and remuneration, which had a beta of -0.057 and However, in terms of the overall result, if all areas of job resources collaborate, they have a considerable impact on burnout.

5. Discussion

More information and work related to the study's results, conclusions, and the researcher's essential and

beneficial recommendations based on the findings are provided in this section. The survey replies were the foundation for all of the results. Conclusions and recommendations were solely based on pertinent questions from variables such as job demands, job resources, and burnout.

Level of Job Demands among Junior High School Teachers - The previous chapter found that job demands among junior high school teachers were high. This means that job demands in terms of mental load, pace and load, emotional burden, physical effort, and changes in tasks were observed among junior high school teachers. De Carlo et al. (2019) verified these findings, demonstrating that the profession of teaching has experienced different modifications in recent decades, which the literature refers to as intensification. Based on this viewpoint, educators are progressively vulnerable to exterior assumptions and demands (e.g., from superiors, parents, and legislators), resulting in increased workload. Both are linked to teaching and unrelated (e.g., administrative work). According to the authors, these factors can contribute to a persistent sensation of job excess at an educational institution and home and the forfeiture of specialized abilities, and job-linked pressure and stress.

This is also corroborated by Tahrirah (2019), who claims that employment expectations in terms of mental load are relatively prevalent since these are cognitive components that significantly influence information processing brain processes. Job requirements, job surroundings, abilities, character, and work perspective, are combined to produce a workload. Every employee is stressed to varying degrees, especially if they have a mental load that necessitates constant use of the prominent areas of perception, interpretation, and cognitive processes: job structure, work environment, task demands, and physical and psychological variables all impact mental burden. Furthermore, this was supported by study of Zhang et al. (2020) employment expectations in terms of speed and volume of work were high, implying that it is often noticed among junior high school teachers and asserted by the following writers. Shown on people worldwide are dealing with new specialized responsibilities. Likewise, Apperibai et al. (2020) noted how some people have entirely stopped working and would face an unclear future in the short term; some have seen their job time grow and succeeded in challenging conditions (e.g., well-being and societal employees or merchandise providers).

As a result, job demands in terms of emotional strain were likewise high, indicating that the effort required to deal with job-related emotions was widely seen among junior high school teachers. According to Aro and Upadyaya (2018), job demands are aspects of work that necessitate sustained bodily and emotional exertion. They are thus associated with particular bodily and emotional value, which is unnecessarily undesirable. Still, they can become sources of stress when the work required to attain them is large, and the number of requirements present is also high. He noted job challenges such as workload, equipment issues (such as computer issues), lengthy job time range and time constraints, and mental stress. Moreover, the study of Bakker & de Vries (2021) pointed that job demands in terms of physical effort were found moderate, which was pretty observed among the junior high school teachers. This is following which highlighted that great job demands involved prolonged bodily, sensitive, or intellectual effort due to the need to repeat activities over an extended period and perform physical work beyond one's capacity.

Changes in tasks also included a moderate amount of verbal description. In research quoted by Apperibai et al. (2020), UNESCO (2020c) found that instructors are sometimes bewildered and anxious due to the inability to comprehend their responsibilities and how they need to establish relationships among learners to aid the acquisition of knowledge. Changes and transfers to the distant grasping of knowledge systems are complicated and challenging even under the best of conditions. School closures frequently result in teacher layoffs or separations. Another critical human and technical challenge are transferring knowledge from the learning environment to homes at a range in a timely way (i.e., making, sustaining, and cultivating distance learning or quantifying and authenticating learning).

Level of Job Resources among Junior High School Teachers - The previous chapter revealed job resources among junior high school teachers were moderate. This means that job resources in data, interaction,

communication, coworkers' association, leaders' affiliation, and compensation were reasonably observed. All indicators for this variable also replicated a moderate descriptive equal. This implied that the job resources in terms of the above indicators were somewhat observed among junior high school teachers.

Based on De Carlo et al. (2019), workers must spend increased resources to fulfill demand and safeguard themselves from further depletion. Meeting demand entails the expenditure of valued resources, viewed as profits. They claimed that resources could mitigate job pressures and help motivate people by encouraging personal growth (intrinsic) or assisting them in achieving work objectives (irrelevant). Job resources in terms of relationships with colleagues were moderate among junior high school teachers. As pointed out, Kim & Wang (2018) discovered that social support from coworkers, community members, and team cohesion could promote conditions like unmet expectations, situation-dependent compensation, and punishment, all of which he highlighted as essential subcomponents. Furthermore, work resources in terms of salary among junior high school teachers were modest. Job resources, unlike job demands, comprise several motivational characteristics (such as management support, supervisor feedback, skill development, and autonomy) that assist employees in dealing with higher workloads, according to Adil and Baig (2018). Management provides employees with appropriate financial and non-financial employment resources to increase performance. When the requirements for a job are high, the materials for the job might help the business achieve its objectives.

Similarly, career resources in terms of information were also found to moderate among the junior high school teachers regarding the opportunity to check about work, particularly performance feedback. This was mentioned by Adil and Baig (2018) as feedback from supervisors as one of the motivators for employees and to alleviate the effects of increased job expectations. Correspondingly, job resources in terms of communication were also found to moderate among the junior high school teachers, which entails access to information about the issues and progress. This was supported by Ahmad et al. (2020), who discussed communication as one of the resources that can foster personal growth (intrinsic) or assist them in achieving their work goals (extrinsic). He also added that job resources, which pertain to bodily, emotional, societal, or work organizations, can lessen job demands and the costs connected with physical and mental aspects, help attain job objectives and stimulate individual development. When there are lesser job resources, the needs for a job are high, and if the resources are plentiful, demands are minimal. Finally, job resources in terms of relationship with superiors were moderate among junior high school teachers regarding the relationship between teachers and their distinguished (principal) and the potential social support that workers can receive from their superiors. This is affirmed by Aro and Upadyaya (2018), which stated that a lack of support from the principal likewise means a scarcity of resources and high job demands. He added that this particular resource is also significant in its own right.

Level of Burnout among Junior High School Teachers - The previous chapter revealed burnout among junior high school teachers was low. This means that burnout among junior high school teachers in terms of emotional exhaustion, personal accomplishment, and depersonalization was less felt among junior high school teachers. This contrasts with the study of Bakker and de Vries' (2021), which identified burnout as the outcome of the intertwined impacts of helplessness, meaninglessness, normlessness, isolation, and alienation. This study also looked at the effects of stress on instructors. When professional stress leads to teacher burnout, it impacts the health and happiness of the students, coworkers, and families with whom they interact regularly. According to Ahmad et al. (2020), Individualistic solutions to counteract burnout seek to help teachers become more resilient and better cope with stress.

Despite the high job demands experience, de Wal et al. (2020) affirmed that educators became more flexible in teaching and learning continuity amid the Covid-19 pandemic. As a result, adapting to new technology has become a must more than those in other occupations. Education policy change and development necessitates ongoing teacher training to increase educational quality in many nations. On the other hand, burnout is mild among junior high school teachers in terms of emotional exhaustion, which pertains to reducing teachers' explicit materials and their inability to offer themselves on a psychological level. This contrasts with the findings of Skaalvik and Skaalvik (2017), who defined it as a sensation of being sensitively overwhelmed and fatigued by a

person's job, shown by physical exhaustion and a sense of being psychologically and emotionally "drained." Nonetheless, Oakman et al. (2020) stated that working from home was linked with decreased ranges of expressive weariness and intellectual pressure, which was mediated by colleague assistance.

Furthermore, burnout in terms of depersonalization, which pertains to the onset of instructors' undesirable, pessimistic character toward their students, is low among junior high school teachers. Depersonalization or cynicism was recognized as the second stage of burnout, characterized by a rise in indifference, reduced compassion, and emotions of anger or guilt towards some individuals in academic pursuits, such as supervisors, parents, and learners, according to research by Sokal et al. (2020). Furthermore, burnout in terms of personal success is low among junior high school teachers, which is a type of burnout in which instructors are unhappy with themselves and their job performance. In other words, even though job demands were high and employment resources were few, instructors performed admirably on the job. Instead, though they felt emotional exhaustion, teachers have made steadfast in their commitment and still managed to become productive through the ongoing DepEd programs on psychological first aid, keeping teachers on track of accomplished worthwhile things for the benefit of their students. This contradicts research by Sokal et al. (2020), who found that when people are burned out because of their professions, they are uninterested in creating a meaningful influence. It was classified as a chronic stress syndrome marked by persistent tiredness, job cynicism, and a lack of professional competence. Similarly, this leads to burnout's last stage, which is a sense of failure in which instructors think the task is demanding and that they can no longer teach effectively.

Significant Relationship Between Job Demands and Burnout Among Junior High School Teachers - The study results showed a significant relationship between job demands and burnout among junior high school teachers. The computed r-value indicated a moderate positive relationship between the variables. The positive r-value suggests a direct correlation between the two variables, suggesting that as job demands go high, the burnout level among junior high school teachers also goes high in a sensible way. On the contrary, burnout also decreases moderately as job demands go down. This is in line with Roslan's (2015) findings, who discovered a link between teachers' job expectations and their feelings of burnout. He added that when instructors are given a high workload for a lengthy amount of time, the vigor necessary to do their job depletes, leading to burnout. However, though job demands have a significant relationship to burnout, it is apparent in the study that it has just slightly influenced burnout levels among junior high school. This contradicts the study of Hakanen et al. (2019). Job demands and workloads have a significant role in weariness across all occupational groups, implying that job demands and resources must be addressed to enhance long-term organizational accomplishment.

Additionally, job satisfaction may be lowered if a teacher experiences burnout and exhaustion due to professional expectations such as teaching duties, teaching-research conflict, and new difficulties. According to him, research in various countries has found high teacher stress levels, encouraging academics to investigate potentially stressful areas of the profession and job surroundings. Some studies refer to these aspects of the job as "stressors" and "job demands," as previously indicated. Moreover, Vias and Butakheio (2021) revealed that work from home has positive impacts that have aided teachers in completing work on a more flexible schedule and saving money on commuting to work. This has also helped teachers manage stressful situations and probable infection risks at work.

Significant Relationship Between Job Resources and Burnout Among Junior High School Teachers - The results of the study presented that there was a significant relationship between job resources and burnout among junior high school teachers. The computed negative r-value indicated a weak negative relationship between the variables. The negative r-value shows an indirect correlation between the two variables, which further suggests that as the level of job resources goes high, the burnout level among junior high school teachers goes low. If the story of resources goes high, then if the level of burnout goes up, the level of resources goes down. Roslan (2015) went on to say that work materials have an undesirable impact on burnout, implying that a lack of work materials will result in burnout. Teachers will burn out if they are not provided enough resources, such as work control, information access, and supervisory support. If teachers had such tools, he says, they would be less burned out

and more involved with their schools and pupils.

Burnout is widely observed as an impact of rising employment expectations and insufficient employment materials available to employees, according to research by Adil and Baig (2018). This indicates that if employment resources are few, job expectations will rise, increasing the risk of burnout. Additionally, according to Van den Broeck (2017), burnout can be reduced by leveraging employment resources. He saw societal assistance support and autonomy as primary drivers of job commitment, as well as the bodily, psychosomatic, societal, and administrative features of the work that are useful in accomplishing career objectives, lowering career requirements and linked functional and mental costs, and encouraging individual growth, knowledge acquisition, and development. Thus, the study showed that teachers exhibit a definite manner of being resourceful. Despite moderate provisions of the resources of DepEd, the condition of alternative work arrangements has provided teachers an avenue to recharge their natural resources that counter job demands which have also reduced their burnout experience. Teachers' resiliency serves as one of the natural resources so that teachers remain moving towards their goals.

Regression Analysis of the Domains of Job Demands Predict Burnout Among Junior High School Teachers - The regression analysis on the influence of the domains of job demands on burnout among junior high school teachers revealed that changes in tasks and physical effort have significantly predicted burnout among junior high school teachers. Among the two aspects of job demands, changes in functions had a more substantial influence on burnout than physical effort. The study conducted by UNESCO braced this, 2020d cited by Apperibai et al. (2020), which asserted that transitioning to a distant learning platform can be complicated and frustrating even in the best of circumstances. In many cases, school closures result in teacher layoffs or separations. Another issue is that transferring knowledge from learning environments to homes at a range and on time is extremely difficult (i.e., making, sustaining, and cultivating distance learning or quantifying and authenticating knowledge). As a result, instructors are developing and administering an online learning environment, engaging learners and parents via platforms offered by social media, and grasping knowledge by performing their tasks are provided with distance learning modality to more than 1.5 billion pupils as an impact of school closures around the globe due to the epidemic.

Notwithstanding the exertions of the government in the provision of training and tools to help educators adapt to this new learning modality and surroundings, the study found that transitioning from a physical meeting to an online within a minimal period has proven difficult because only a few numbers of educators possess a good sense of digital capacity and advanced knowledge on the use of specialized materials. As a result, teachers are understandably concerned and anxious in these unusual and unpredictable times. Moreover, a study by Bakker and de Vries (2020) also affirmed the idea that teaching assignments involved physical effort as well, as he stated that job demands that are high necessitated prolonged bodily, responsive, or intellectual effort due to the need to do repeating tasks over an extended period and to perform physical work beyond one's capabilities. As a result of this, there has been an increase in teacher burnout. In the same way, Hidalgo et al., 2021 emphasized that most educators, particularly preparedness and expertise, specifically in digital competencies and remote pedagogical methods, were unprepared to address the technical obstacles that accompanied the epidemic because of inadequacies. Eventually, teachers devote more time and effort to overcome unfamiliar tasks throughout the adjustment stage, from learning to execution. Pushing instructors to adopt new tactics that are different from what they are used to requires a lot of physical effort that exceeds their capacity to accomplish, resulting in physical tiredness.

Regression Analysis of the Domains of Job Resources Predict Burnout Among Junior High School Teachers - The regression analysis on the influence of the domains of job resources on burnout among junior high school teachers revealed that there is no domain in job resources that significantly impacts burnout among junior high school teachers. Research by Fontova et al. (2020) is on these outcomes and found that instructors who think they have the resources to meet work expectations may cope well and are chevaliers. He underlined that if these instructors have positive attitudes and viewpoints, they will have access to practical tools, and

barriers will be removed, allowing them to conduct exceptional teaching. According to Roslan et al. (2020), burnout may decrease if job resources like job control and supervisory assistance are provided. It was also said that when teachers have job control and information access, they are more likely to feel motivated since they are given the resources they need to execute their tasks.

6. Conclusion

The researcher arrived at the following conclusion founded on the findings of the research goals that the level of job demands caused by mental workload was very high and very much observed. The job demands caused by pace and load and the emotional workload were high and much observed. In contrast, the job demands caused by physical effort and changes in tasks were moderate and somewhat observed among junior high school teachers. Moreover, it was also revealed that the level of resources for the job in terms of relationships with colleagues, remuneration, information, communication, and relationship with superiors were moderate and relatively observed. The level of burnout caused by emotional exhaustion is medium and somewhat felt, and the range of burnout caused by depersonalization and individual achievement was low and less regarded.

Furthermore, the result also revealed a significant relationship among the domains of job demands: pace and amount of work, emotional load, physical effort, changes in tasks, and burnout. Also, all the domains of job resources have a significant relationship with burnout. However, in the manner of the influence of the parts of job demands on burnout, only changes in tasks and physical effort were found to be influential. No domain of the job resources has a significant influence on burnout. The findings corroborated Demerouti et al. (2001) grounded hypothesis, which said that when job demands are high, and job resources are scarce, workers are more prone to encounter burnout or tiredness. Therefore, it is clear from the study that the evident high job expectations teachers carry because of the pandemic have resulted in burnout among teachers, but this has been lessened and felt less due to the supply of average resources.

6.1 Recommendation

The researcher came up with many recommendations after carefully considering the potential consequences of the study's results and conclusion, including how to regulate the teacher's high job demands and facilitate the providence of the moderate job resources to eliminate the burnout experience among junior high school teachers during this pandemic period. First, school officials should methodically distribute balanced work assignments to instructors and regularly assess their roles and obligations. Similarly, continued support from school administrators in providing teachers equal opportunity to grow personally and professionally through mentoring and coaching support, transparent information through regular feed backing in school learning action cell, open communication affirming teachers' excellent performances through recognitions and incentives, capacity building that will develop teamwork and strengthen the harmonious relationship among teachers to mitigate teachers' high job demands. Likewise, program implementations relating to teachers' emotional well-being and mental health must continue to educate teachers on their current physical and psychological health conditions upholding their psychological first aid to prevent long-term emotional exhaustion, thus making them more resilient.

Teachers need to recognize that teaching is a demanding career and profession in which they must maintain excellent mental health and become favorable to beat emotional exhaustion. They must have a day-to-day rekindling of their passion and personal commitment as teaching is an essential task despite the COVID-19 pandemic. Teachers should develop a personal lifelong development plan checked and monitored by the school head to maximize the teachers' natural resources and align them to the prevalent demands at work. Third, teachers must continue to engage themselves in training and equipping seminars. They must continue to possess 21st-century skills and become flexible in the new standard way of virtual webinars and distance learning modalities as they propel the delivery of quality instruction among learners. Fully equipped, geared, committed, and sustained teachers will undoubtedly provide a meaning teaching and learning experiences that will, in the

end, benefit our dear learners.

Finally, for future researchers, it is recommended that they provide a detailed study of the variables of this study. While the focus of this research was broad, indicators of each variable were not given emphasis. Future researchers can have the indicators of job demands, job resources, and burnout as the focus of their study to pass a more careful examination of these factors. Moreover, the variables of this study can also be tested in other fields of specialization to employ broader scope of the research. Localization is also a must to validate the result of this study.

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