

THE RELATIONSHIP BETWEEN BURNOUT, TEACHING COMPETENCIES, AND JOB SATISFACTION AMONG ENGLISH TEACHERS

Eva Marie S. Sajulan ^a

Co-author: Roselyn Ricaforte, Ph.D ^b

^a evamarie.sajulan@hcdc.edu.ph

^b roselyn.ricaforte@graduateschool.hcdc.edu.ph

^a*Holy Cross of Davao College, Davao City, 8000, Philippines*

^b*Holy Cross of Davao College, Davao City, 8000, Philippines*

Abstract

The satisfaction of teachers is becoming a growing concern in junior high school education, marked by significant job dissatisfaction, especially among English teachers, reflecting growing concerns about their professional fulfillment and working conditions. This study examined the relationship between burnout, teaching competencies, and job satisfaction among junior high school English teachers in Cluster 14 of District 2, Davao City. Using a non-experimental descriptive-correlational design, the study involved 97 respondents from six public schools, selected through total enumeration sampling. This study is anchored on Two-Factor Theory by Herzberg's 1966, it utilized adapted instruments to measure four indicators of burnout, forty-two statements with five indicators of teaching competence, and eight components of job satisfaction. Data analysis included descriptive statistics and Pearson correlation. Results indicate that teachers experienced a moderate level of burnout, demonstrated high teaching competence, and high overall job satisfaction. However, their work-life balance is significantly low. A statistically significant strong positive correlation was found between burnout and job satisfaction, while very weak significant relationship between teaching competencies and job satisfaction, suggesting that burnout significantly predicted job satisfaction. These findings underscore the importance of addressing teacher burnout and improving work-life balance to enhance job satisfaction, alongside continuing efforts to strengthen instructional competencies.

Keywords: burnout, teaching competencies, job satisfaction, English teachers, Herzberg's Two-Factor Theory, work-life balance, teacher well-being, secondary education

Introduction

English teachers at junior high schools are recording high job dissatisfaction (Atashpanjeh et. al., 2020). A research study by Averion & Caleja (2020) found that although educators are satisfied with interpersonal relationships in their institutions, they indicate high levels of dissatisfaction with too much paperwork and bureaucratic work, which job dissatisfaction by English teachers in junior highs reflects a critical concern in the Philippine education system.

Globally, English language teachers' job satisfaction translates to feed back that affects teaching effectiveness and efficiency in class, teachers own well-being as well as students in the classroom environment (Toropova et al., 2020). Despite of this, numerous issues have been raised regarding limited autonomy in decision-making, perceived unfairness in the pay system, and poor professional support that are of major influence in their job dissatisfaction (Rezaee et al., 2020). Poor job satisfaction tends to extinguish their passion, negatively affect their teaching performance, and ultimately sabotage students' learning outcomes (Wang & Zhang, 2020).

In the Philippines, the issue of job satisfaction among English teachers is particularly relevant, where a recent survey found that nearly 40% of public-school teachers had moderate to low job satisfaction (Abdulpatta, Pelotos, & Segundo, 2024). Moreover, newly-hired English teachers report dissatisfaction particularly in areas like pay, work-life balance, and student performance, despite positive aspects like collegial support and professional development opportunities (Pimentel et al., 2023). These issues not only disrupt the personal growth of English teachers but also their ability to create dynamic and stimulating learning environments.

In Davao City, low job satisfaction among English teachers is a multifaceted issue stemming from factors including poor working conditions, excessive workload due to added responsibilities, and limited opportunities for professional growth (Vallasamy, et.al., 2023). Teachers are overwhelmed by their multiple accountabilities to parents, education reform, and the principal, as argued by Seo & Yuh (2022). Teachers are not only busy, but their organizational commitment has also declined because of their tense relationships with the management.

If the problem of low job satisfaction among English teachers persists, it could lead to increased teacher attrition, negatively impacting student learning outcomes and the overall quality of education. In particular, when turnover contributes to teacher shortages, schools often respond by hiring inexperienced or unqualified teachers, increasing class sizes, or cutting class offerings, all of which impact student learning (Sutcher, Darling-Hammond, & Carver, 2019).

This study is anchored on Two-Factor Theory by Herzberg's 1966, which was first proposed by Frederick Herzberg in 1959, provides a more insistent approach toward understanding employee motivation and job satisfaction. The theory is used as the conceptual base for this research, which provides a model for recognizing the different factors that drive workplace attitudes and behaviors. Herzberg's theory (1966) distinguishes between hygiene factors, which prevent dissatisfaction, and motivational factors, which promote satisfaction (Hossan et. al., 2022). Within this research, Herzberg's Two-Factor Theory offers a useful framework to view factors behind employee attitudes. Through the differentiation between motivators and hygiene factors, the study will better recognize those factors that have to be met in order to improve job satisfaction and minimize dissatisfaction (Abdulkhamidova, 2021).

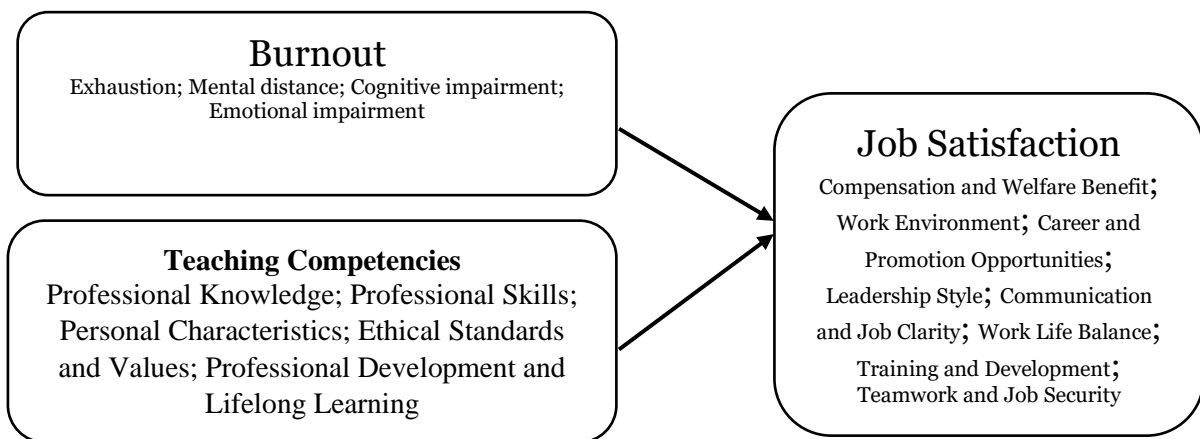


Figure 1. *Conceptual Framework of the Study*

Method

The study employed a descriptive-survey research design that examined the levels of burnout, job satisfaction, and teaching competence among Junior High School English teachers in Cluster Fourteen, District Two, Davao City. Structured questionnaires were utilized to gather data from selected respondents across six public secondary schools, including one integrated school offering both elementary and secondary education. All participating schools were implementing the K to 12 Curriculum Program, aligning the research with the national educational framework.

All Junior High School English teachers within the six schools of Cluster Fourteen were the respondents of this study. Total enumeration was employed, that ensured comprehensive coverage of the target population by including all eligible teachers without selecting a subset.

Validated survey instruments were utilized to assess burnout, job satisfaction, and teacher competence. Burnout, assessed using a 24-item version of the Burnout Assessment Tool developed by Schaufeli, De Witte, and Desart in 2019, covering dimensions such as exhaustion, mental distance, cognitive impairment, and emotional impairment on a 5-point scale. Job Satisfaction, evaluated with a 64-item instrument adapted from Nanjundeswaraswamy in 2019, measuring eight components on a 5-point Likert scale. Teacher Competence, measured using the 42-statement Teacher Competence Questionnaire developed by the Southeast Asian Ministers of Education Organization in 2010, with responses on a 5-point continuum across five domains.

The study was implemented by the researchers, who sought formal letter that was sent to the PSDS of cluster fourteen. Approval for the use of the validated questionnaires to conduct data gathering was obtained. The researchers informed the respondents about the study's purpose and objectives. A reasonable amount of time was given for the completion of the questionnaires, after which the instruments were collected for data processing and analysis.

The following statistical tools were employed to analyzed the data. Descriptive statistics is used to summarize the levels of burnout, job satisfaction, and teaching competence among respondents. Weighted mean, calculated to determine the average levels of burnout and job satisfaction. Pearson r correlation analysis is utilized to assess the strength and direction of linear relationships between burnout, teaching competence, and job satisfaction. Lastly, multiple regression analysis is conducted to determine the extent to which burnout and teaching competence predicted job satisfaction among English teachers.

The study prioritized ethical standards to ensure participants' safety and well-being. Participation was voluntary, with informed consent obtained after explaining the study's purpose, methods, and the right to withdraw at any time without consequence. Confidentiality was strictly maintained, with personal data anonymized and securely stored, accessible only to authorized personnel. The survey was designed with cultural sensitivity to respect diverse backgrounds, promoting inclusivity and professionalism. Efforts were made to minimize potential harm by fostering a supportive environment that avoided contributing to stress or anxiety, thereby promoting reflection and well-being.

3.Result

Table 1. Descriptive levels

Variables and Indicators	Standard Deviation	Mean	Verbal Description
Burnout	4.30	2.75	Moderate
Exhaustion	2.00	2.96	Moderate
Mental Distance	2.00	3.04	Moderate
Cognitive Impairment	1.74	3.03	Moderate

Emotional Impairment	0.00	3.00	Moderate
Teaching Competencies	3.10	4.13	High
Professional Knowledge	1.12	4.31	High
Professional Skill – Pedagogies	1.43	4.70	Very High
Personal Characteristics	2.06	3.13	Moderate
Ethical Standards and Values	1.16	4.14	High
Professional Development and Lifelong Learning	1.48	4.36	High
Job Satisfaction	3.24	3.66	High
Compensation and Welfare Benefit	1.50	3.76	High
Work Environment	1.23	4.23	High
Career and Promotion Opportunities	1.07	4.00	High
Leadership Style	1.15	3.67	High
Communication and Job Clarity	1.21	4.23	High
Work Life Balance	1.23	2.12	Low
Training and Development	1.26	4.37	Very High
Teamwork and Job Security	1.49	4.43	High

Presented on table 1 is the descriptive level of burnout, teaching competencies, and job satisfaction. In terms of burnout, it shows a mean score of 2.75 and a standard deviation of 4.30, indicates moderate level. All four indications fall within moderate level, Exhaustion came in first with a mean score of 2.96., followed by emotional impairment with a mean score of 3.00, cognitive impairment with a 3.03 mean score, and mental distance with a mean score of 3.04. The mental distance has the highest mean of the four burnout indicators, whereas exhaustion has the lowest mean. The result demonstrates that while burnout indicators are present in English teachers, they are not yet severe. However, consistent, moderate values across each indicator do suggest action to prevent the rise from becoming out of control.

Conversely, teaching competence is highly rated with a mean score of 4.13 and a standard deviation of 3.10 which depicting high capabilities of teachers. A mean score of 4.13 indicates high professional knowledge, a mean score of 4.70 indicates very high professional skill-pedagogies, a mean score of 3.13 indicates moderate personal characteristics, a mean score of 4.14 indicates high ethical standards and values as described verbally, and a mean score of 4.36 indicates high professional development and lifelong learning. The highest mean score among the indicators of teaching competencies is the professional skill - pedagogies with 4.70, which implies that English teachers are assured and proficient in teaching practices. However, personal characteristics have the lowest mean score among the indicators at 3.13, which is rated as moderate and suggests that may be areas for development in interpersonal qualities, resilience, or motivation.

Meanwhile, job satisfaction is generally satisfactory with a mean score of 3.66 and a standard deviation of 3.24, yet differs on particular indicators. Most indicators, including pay and welfare benefits mean score of 3.76, work environment mean score of 4.23, career and promotion opportunities mean score of 4.00, leadership style mean score of 3.67, communication and job clarity mean score of 4.23, teamwork and job security mean score of 4.43, and leadership style mean score of 3.67 are all rated as satisfactory. On the other hand, out of the six job satisfaction indicators, training and development received the highest mean score 4.37, indicating very high satisfaction. On the contrary, work-life balance received the lowest mean score 2.12, indicating low satisfaction. Despite the high level of overall job satisfaction, the low work-life balance score is especially concerning. This could be a sign of stress, issues with workload, or a lack of proper assistance in juggling work and personal obligations.

Thus, Low work-life balance and moderate burnout are signs of emerging occupational tension that, if unchecked, may eventually affect performance and job satisfaction. High professional culture

and motivation are shown by the high levels of teaching competency and job satisfaction, particularly in areas like pedagogical abilities and teamwork.

Table 2. Table of Relationship

	Job Satisfaction			
	r	p-value	Decision on Ho	Interpretation
Burnout	.372**	.000	Reject	Significant
Teaching Competencies	-.003	.976	Accept	No Significant

Presented on table 2 is the relationship between burnout, teaching competencies, and job satisfactions. Burnout has an r value of 0.372 which means that there is a strong positive correlation between burnout and job satisfaction. Also, it has a p-value of 0.000 which is lower than the threshold of 0.05 which means that there is a significant relationship between burnout and job satisfaction. Therefore, reject the null hypothesis.

On the other hand, teaching competencies has an r value of negative 0.003 which means that there is a very weak correlation between teaching competencies and job satisfaction. Furthermore, the p-value is 0.976 which is higher than the threshold of 0.05 meaning that there is no significant relationship between teaching competencies and job satisfaction. Therefore, accept the null hypothesis.

In conclusion, between job satisfaction and burnout there is a strong correlation which burnout does impact job satisfaction in some significant way, however between job satisfaction and teaching competencies has no significant based on the result presented on this table.

	Job Satisfaction				
	R ² - value	F-value	p-value	Decision on Ho	Remarks
Burnout	13.9%	15.298	.000	Reject	Significant
Teaching Competencies	0%	.001	.976	Accept	No Significant
Combined Influence	13.9%	15.299	.976		

The findings in the table above indicate that burnout significantly affects job satisfaction among Junior High School English teachers. With a R²-value of 13.9% and a p-value of .000 which is lower than the threshold of 0.05 meaning that there is a significant relationship between burnout and job satisfaction, which the null hypothesis decision was rejected, also with F-value of 15.299 implying a statistically significant relationship. This indicates that burnout contributes 13.9% of the variance in job satisfaction and is hence a significant factor influencing how satisfied teachers are in the teaching profession.

On the other hand, teaching competencies did not, however, reveal a notable impact on job satisfaction. The R^2 -value for teaching competencies was 0% while the F-value was .001 and has a p-value of .976 which is higher than the threshold of 0.05 meaning that there is no significant relationship between teaching competencies and job satisfaction, which resulted in the null hypothesis being accepted.

The result suggests that teaching competencies do not significantly impact differences in job satisfaction in the framework of this study. Moreover, burnout and teaching competencies explained a combined impact of 13.9% of the variance in job satisfaction, for which burnout was the only significant predictor. These indicate a significance of addressing teacher burnout as an approach to increasing job satisfaction in that it might be more effective to enhance mental well-being and lower stress levels among teachers rather than focusing on professional ability.

Discussion

The results of the study indicate that English teachers in junior high school experience a moderate level of burnout, a high level of teaching competence, and a generally high level of job satisfaction. However, one dimension which is work-life balance that received a significantly low score, suggesting a disconnect between professional satisfaction and personal well-being. The implications of this positive association are profound, indicating that burnout levels rise as work-life balance declines. This suggests that resolving work-life balance concerns has a direct impact on burnout levels, which in turn reduces the possibility that teachers will consider quitting their jobs (Shah, S. M., et. al, 2024). According to this research, even capable and driven teachers may find it difficult to strike a balance between their personal and professional obligations, which could have an impact on their mental health and long-term work sustainability (Velasco & Apostol, 2024).

The statistical analysis revealed a significant positive correlation between job satisfaction and burnout, meaning that as job satisfaction increases, burnout also tends to increase. The observation conforms to Herzberg's Two-Factor Theory, where burnout would be considered a hygiene factor that must be resolved in order to prevent dissatisfaction (Herzberg, 1966; Abdulkhamidova, 2021). Interestingly, teaching competencies did not show a significant correlation with job satisfaction, which suggests that even highly competent teachers may not necessarily feel satisfied in their roles if they are also experiencing high levels of stress, emotional fatigue, or lack of support (Sánchez-Oliva et al., 2022).

The regression analysis confirmed that burnout significantly predicts job satisfaction, accounting for 13.9% of its variance, whereas teaching competence had no predictive value. In order to foster a healthy atmosphere that supports teachers' professional development, it is fundamental that education policies always prioritize the well-being of teachers (Matos et al., 2022). School administrators should put in place programs that address stress reduction, enhance organizational climate, and support teachers' work-life balance rather than concentrating only on skill enhancement or pedagogical development. These programs are more likely to result in long-term job satisfaction and teacher retention (Liu & Onwuegbuzie, 2022).

The research aimed to examine the link between burnout, teaching competencies, and job satisfaction among English teachers. Results showed that burnout was moderate, teaching competencies were highly rated, but work-life balance was highly rated as well, yet significantly lower than the others. Statistical analysis revealed a significant positive correlation between burnout and job satisfaction, indicating that higher burnout is associated with higher job satisfaction. On the other hand, there was no substantial correlation between teaching competencies and job satisfaction, indicating that even very effective teachers can be dissatisfied if burnout is not alleviated. In addition, burnout had a substantial impact on job satisfaction, whereas teaching competencies did not. These findings highlight the

importance of addressing teacher well-being through interventions that reduce burnout, enhance work-life balance, and promote a healthy teaching environment.

Based on the study findings, schools should implement burnout prevention initiatives such as stress management, mindfulness, and mental health check-ins to reduce emotional exhaustion among teachers. Promoting work-life balance and enhancing administrative support through open communication and recognition are also crucial. Establishing counseling services, peer support systems, and regular monitoring of teacher well-being can enable timely interventions. Although teaching competence did not significantly influence job satisfaction, improving reward systems and conducting further research on other contributing factors can help enhance overall teacher morale and retention.

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