

RELATIONSHIP AMONG PERSONAL CHARACTERISTICS,
JOB SATISFACTION AND BURNOUT LEVELS OF FACULTY MEMBERS
IN COLEGIO SAN AGUSTIN, MAKATI

ABSTRACT

This study was aimed to investigate the relationships among personal characteristics, job satisfaction and burnout levels of faculty members in Colegio San Agustin, Makati during schoolyear 1990-1991.

Specifically, the study sought:

1.0 To determine the demographic profile of the faculty members of Colegio San Agustin in terms of:

- 1.1 Sex
- 1.2 Age
- 1.3 Civil Status
- 1.4 Educational Qualifications
- 1.5 Years of Teaching

2.0 To determine the burnout level of the faculty members of Colegio San Agustin in terms of the following subscales of the burnout syndrome:

- 2.1 Emotional Exhaustion
- 2.2 Depersonalization
- 2.3 Reduced Personal Accomplishment

3.0 To determine the job satisfaction level of the faculty members of Colegio San Agustin.



4.0 To determine the relationship between the respondents' personal characteristics and burnout level.

5.0 To determine the relationship between the respondents' personal characteristics and job satisfaction level.

6.0 To determine the relationship between the respondents' burnout and job satisfaction levels.

The descriptive research design using the survey method with correlational treatment was utilized in this study. One hundred eighty eight (188) teacher respondents from the pre school, elementary and secondary levels of Colegio San Agustin, Makati during schoolyear 1990-1991, comprised the subjects of this research.

The instruments used were Maslach's Burnout Inventory (MBI) which measured three subscales of the burnout syndrome, namely: Emotional Exhaustion, Depersonalization and Personal Accomplishment; and Hoppock's Job Satisfaction Blank (JSB) which measured the job satisfaction level. A separate teacher background information section was also included to determine background information of sex, age, civil status, educational qualification and years of teaching experience.



Statistical treatment applied were computations of means and percentages, as well as Pearson r correlational analysis set at .01 and .05 level of significance, making use of the computer services of the Statistical Assistance for Research (STAR) center.

The following are the significant findings of the study:

1. Faculty members of Colegio San Agustin, Makati generally exhibit low to moderate levels of burnout. Specifically, moderate scores were obtained in the frequency of emotional exhaustion, intensity of depersonalization and frequency and intensity of reduced personal accomplishment. On the other hand, low scores were obtained in the frequency of depersonalization and intensity of emotional exhaustion.
2. The job satisfaction level of the teacher respondents is fairly good, 5.36 in the scale of 7.
3. There exists a significant relationship between the variable of educational qualification and the intensity of emotional exhaustion ($r = -.168$; $p < .05$).
4. There exists no significant relationship between the personal characteristics and the subscales of burnout. In other words, the personal variables of sex, age, civil status, and years of teaching experience

are not significant predictors of teacher burnout.

5. There exists no significant relationship between the personal characteristics and the job satisfaction level. In other words, personal variables of sex, age, civil status, educational qualification and years of teaching experience are not significant predictors of job satisfaction.

6. There exists significant relationship between the subscales of burnout and job satisfaction level. Specifically, the relationships are significant between the:

6.1 Frequency and intensity of Emotional Exhaustion and Job Satisfaction level ($r = -.489$ & $-.456$; $p < .01$).

6.2 Frequency and intensity of Depersonalization and Job Satisfaction level ($r = -.231$ & $-.236$; $p < .01$).

6.3 Frequency of Personal accomplishment and job satisfaction level ($r = +.181$; $p < .01$).

Based on the presentation of findings and its discussion, the following conclusions were gathered:

1.0 The personal variables of sex, age, civil status, years of teaching are not significant predictors of teacher burnout. On the other hand, the personal variable of educational qualification is a significant



predictor of teacher burnout.

2.0 The personal variables of sex, age, civil status, educational qualification and years of teaching are not significant predictors of job satisfaction.

3.0 The low to moderate level of burnout exhibited by the teachers may still be manageably dealt with.

4.0 The teachers as a whole seem to still experience satisfaction more than dissatisfaction in their teaching career.

5.0 The subscales of teacher burnout namely, emotional exhaustion, depersonalization and reduced personal accomplishment are significantly related to the job satisfaction level.

Furthermore, based on the findings and conclusions of the study the following recommendations were forwarded:

1.0 Further studies or researches may be pursued in:

1.1 Finding empirically-based method to combine the individual scores in the three subscales of the burnout syndrome, into an over-all score.

1.2 Determining if job dissatisfaction and burnout are really synonymous, to mean if the two phenomenon are exactly the same.



1.3 Determining other correlates of teacher burnout that may prove more significant, such as: personality dimensions, values, needs and other job factors.

2.0 There could be an increase in the scope of respondents and looking into the comparative dimensions such as:

2.1 teachers from different socio-economic groups but belonging to the same religious school (meaning different schools run by the Augustinian order).

2.2 teachers from different school levels (elementary, collegiate and graduate levels).

3.0 Intervention techniques or strategies, which may serve as support system for teachers can be implemented. Specifically, these organizational interventions are: improvement of communication lines between teachers and department heads through regular dialogues; organization of teacher support groups that could cater to their counseling needs; and organization of sports and physical programs that could provide for physical catharsis.

