



THE MEDIATING EFFECT OF HAPPINESS ON THE RELATIONSHIP OF BURNOUT AND WORK-LIFE SATISFACTION AMONG EMPLOYEES OF MCNP-ISAP

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ABSTRACT

In the realm of education, teachers play a vital role in shaping the minds and life of students. Teachers often faced numerous challenges and highly stressful task in their roles, which included navigating complex staff, coping with heavy workloads and time constraints, addressing student behavior and discipline issues, and managing pressure and criticism from parents. These numerous factors have a major effect on a teacher's capacity to successfully educate, work with their students, and sustain their personal well-being over the course of time. The objective of this study was to examine the mediating effect of happiness on the relationship between burnout and work-life satisfaction among employees. This research built upon previous studies that have explored the individual relationships between burnout and work-life satisfaction, as well as between happiness and work-life satisfaction. By investigating the mediating role of happiness, this study aimed to provide a deeper understanding of the complex interplay between these variables. In this study, the researchers utilized the method of a non-experimental, quantitative, descriptive-inferential study to determine the Mediating effect of Happiness on the Relationship of Burnout and Work-Life Satisfaction among Employees of MCNP ISAP. The respondent of the study is selected with the used of stratified sampling. Through the stratified sampling, the data are divided into a sub-group which was called as strata and predefined a percentage of individuals are selected from each stratum. Respondents are required to choose an answer that corresponded to their knowledge or viewpoint in this sort of question. The questionnaire was used as the main instrument in this study to determine the effects of happiness on the relationship of burnout and work-life satisfaction on employees of MCNP-ISAP. It uses adapted questionnaires which are the Copenhagen Burnout Inventory, the Oxford Happiness Inventory, and Work-life Satisfaction Survey Questionnaire. In order to answer the objective, identify the demographic data, the level of burnout, the level of happiness, the work-life satisfaction, difference on the burnout level, level of happiness and



work-life satisfaction when grouped according to profile, to determine if happiness affect the burnout level and work-life satisfaction, and to know if burnout does affect the happiness and work-life satisfaction of employees' in MCNP-ISAP, the frequency count, weighted mean, multivariate analysis of variant (MANOVA) and linear regression was used. Respondents agreed that they experienced personal burnout as being supported by the statement they feel tired at work. The respondents also agreed that they experienced work-related burnout but they believed that they still have enough time for family and friends during their leisure time. In terms of client-related burnout, the respondents disagreed and did not believe that they sometimes wonder how long they will be able to continue working with clients. Between burnout and work-life satisfaction, the direct effect of work-life satisfaction of the respondents denoted that there is no significant effect of burnout to work-life satisfaction. The indirect effect of work-life satisfaction of the respondents denoted that there is still no significant effect of burnout to happiness to work life satisfaction. In conclusion, this study expanded the existing literature by highlighting the mediating effects of happiness in the relationships between burnout and work-life satisfaction among employees. The researchers discovered that a higher level of burnout has no significant effect with the levels of happiness to levels of work life satisfaction. By recognizing the importance of happiness and actively fostering well-being within the teaching profession can contribute to the development of interventions and policies that promote employees' satisfaction and ultimately enhance the quality of educations.

Key words: *Anxiety, Burnout, Exhaustion, Happiness*

INTRODUCTION

Most people's life revolved around their jobs which provided framework, direction, and purpose. Being an educator is acknowledged as one of the most demanding jobs throughout a variety regarding cultural as well as academic environments, along with educators routinely experienced higher levels of burnout than employees in other types of service industries (Saloviita & Pakarinen, 2021).

This study was done to examine the mediating effect of happiness on the relationship between burnout and work-life satisfaction among employees. By investigating the mediating role of happiness, this study aimed to provide a deeper understanding of the complex interplay between these variables.

Previous studies have provided valuable insights into how burnout affects the job satisfaction of employees in the field of teaching; however, there is still a gap in our understanding regarding the relationship of happiness into burnout and work-life satisfaction among employees. Therefore, this study aimed to address this gap and provided further insights into the factors that affect the happiness in relationship to burnout and work-life satisfaction among employees.

The significance of this study lies in its potential to inform interventions and practices aimed at improving employee well-being and work-life balance. By uncovering the mediating role of happiness,



this research can shed light on potential strategies to prevent or alleviate burnout, enhance happiness, and ultimately increase work-life satisfaction among employees. Understanding the mechanisms through which happiness operates in this context can assist institutions in developing evidence-based approaches to promote employee engagement and overall satisfaction.

This working paper was done to establish a conceptual framework that roots and lead this study into fields relevant for employees' burnout and work-life satisfaction. It is aimed to fill the gap in previous research by focusing on the relationship between burnout, work-life satisfaction, and happiness among employees. By exploring this relationship, the study hoped to contribute to the understanding of how happiness can impact employees' creativity, innovation, and overall performance. Furthermore, this research sought to provide insights that helped institutions enhanced employee well-being and job satisfaction, ultimately leading to increased productivity and success.

METHODOLOGY

Research Design

To determine the Mediating effect of Happiness on the Relationship of Burnout and Work-Life Satisfaction among Employees of MCNP ISAP, the method of a non-experimental, Quantitative, and descriptive-inferential design was utilized in this study to measure the potential association and predictive relationship between the variables of the study. Furthermore, it was used to describe and to determine the mediating effects of happiness on burnout and work-life satisfaction among MCNP-ISAP employees.

Respondents/ Participants/ Subject of The Study

The respondents of the study were 150 employees of MCNP-ISAP which are selected with the used of stratified sampling wherein the data are divided into a sub-group which was called as strata, namely, academics, administrations, and innovations. The number of respondents were computed from the total number of participants per strata divided by the overall number of respondents multiplied by the targeted population.

Data Gathering Tool/ Materials

The study used adapted questionnaires which are the Copenhagen Burnout Inventory, the Oxford Happiness Inventory, and Work-life Satisfaction Survey Questionnaire. The instruments are composed of forced-choice questions. Respondents are required to choose an answer that corresponded to their knowledge or viewpoint in this sort of question. They are not able to respond objectively. Based on mentioned in most literatures, possible factors were chosen to determine the effect of happiness on the relationship of burnout and work-life satisfaction among employees of MCNP-ISAP.



Data Gathering Procedure

In this study, a questionnaire was used as the main instrument to determine the effects of happiness on the relationship of burnout and work-life satisfaction on employees of MCNP-ISAP. After the questionnaire was constructed, a letter of intent was created and submitted to the school president requesting consent to conduct the said study to MCNP and ISAP employees. A letter was also given to selected respondents requesting permission if they are willing to participate in the study. It is also stated in the said letter that their information will be strictly confidential and fully anonymous if they will participate in the said study. Questionnaires were personally distributed to the respondents and are asked to answer each question honestly. After which, the collected data were added up, tabulated, and analyzed and was forwarded to the statistician to compute the tabulated result.

Data Analysis

In order to answer the objective of the study, to determine if happiness affect the burnout level and work-life satisfaction, and to know if burnout does affect the happiness and work-life satisfaction of employees in MCNP-ISAP, frequency count which were used to analyze the profile variables of the respondents, weighted mean which was utilized to get an average computed by giving different weights to some of the individual values, multivariate analysis of variant (MANOVA) which was used to provide regression analysis and analysis of variance for multiple dependent variables by one or more factor variables or covariates and linear regression which was used to determine the strength and character of the linear relationship between a dependent variable and one or more independent variables was utilized.

RESULT AND DISCUSSION



ASSESSMENTS OF THE RESPONDENTS IN BURNOUT, LEVEL OF HAPPINESS AND WORK LIFE SATISFACTION WHEN GROUPED ACCORDING TO PROFILE VARIABLES

VARIABLES		PERSONAL BURNOUT	WORK-RELATED BURNOUT	CLIENT-RELATED BURNOUT	HAPPINESS	COMMUNICATION	REWARDS AND RECOGNITION APPRAISAL COMPENSATION	WORK, RELATIONSHIP AND CULTURE	WORK ENVIRONMENT
AGE	f-value	1.089	3.428	.404	1.238	2.014	4.450	2.264	.041
	p-value	.168	.035	.668	.293	.137	.013	.108	.960
SEX	f-value	.148	.111	.036	.156	.263	.453	.588	.149
	p-value	.883	.912	.971	.876	.793	.651	.557	.882
CIVIL STATUS	f-value	1.636	2.048	1.243	.861	2.977	1.949	.541	1.778
	p-value	.104	.042	.216	.391	.003	.053	.589	.077
EDUCATIONAL ATTAINMENT	f-value	2.843	2.545	2.453	1.476	2.884	1.862	.918	1.150
	p-value	.040	.058	.066	.223	.038	.139	.434	.331
MONTHLY GROSS INCOME	f-value	1.049	.227	.122	1.710	2.901	2.093	4.156	1.753
	p-value	.373	.878	.947	.167	.037	.104	.007	.159
YEARS OF SERVICE IN THE DEPARTMENT	f-value	1.414	.553	2.759	2.991	1.011	.641	2.568	2.790
	p-value	.241	.203	.044	.033	.390	.590	.057	.043
DEPARTMENT	f-value	1.153	.705	1.456	3.467	2.967	2.600	2.513	2.494
	p-value	.326	.733	.155	.000	.001	.005	.006	.007

Based on the data gathered and analyzed, there were 150 respondents who participated in the said study. The data revealed that the highest age group of the respondents were ages 25-40 in which majority of them are female, single, college graduates, working 2 to 5 years, and belong to school administration and staff.

Respondents agreed that they experienced personal burnout as being supported by the statement they feel tired at work. The respondents also agreed that they experienced work-related burnout but they believed that they still have enough time for family and friends during their leisure time.

In terms of client-related burnout, the respondents disagreed and did not believe that they sometimes wonder how long they will be able to continue working with clients. In the assessment of work relations and culture, they strongly agreed that their supervisors/managers positively contribute to the work environment, while in the assessment of work environment, they strongly agreed and believed that they enjoyed their job.

The study also found out that there is a significant relationship implying that educational attainment has an effect on personal burnout, age and civil status have an impact on work-related burnout, the years of service on the department have an effect on client-related burnout, and years of service in the department and department have an effect on happiness.

The level of happiness does not affect the burnout such as the personal burnout, work-related burnout and client related burnout. On the other hand, there is a moderate correlation between happiness and work-life satisfaction such as communication, recognition and performance appraisal, work relation and culture. Between burnout and work-life satisfaction, the direct effect of work-life



satisfaction of the respondents denoted that there is no significant effect of burnout to work-life satisfaction. The indirect effect of work-life satisfaction of the respondents denoted that there is still no significant effect of burnout to happiness to work-life satisfaction.

CONCLUSION

With the preceding results, this study expanded the existing literature by highlighting the mediating effects of happiness in the relationships between burnout and work-life satisfaction among employees. The researchers discovered that a higher level of burnout has no significant effect with the levels of happiness to levels of worklife satisfaction. By recognizing the importance of happiness and actively fostering well-being within the teaching profession can contribute to the development of interventions and policies that promote employees' satisfaction and ultimately enhance the quality of educations.

RECOMMENDATIONS

The research is focused mainly on the mediating effect of happiness on the relationship of burnout and work-life satisfaction among employees of MCNP ISAP and the study aimed to determine, interpret and make an inference regarding the relationship of burnout and work-life satisfaction among employees, it is therefore recommended that conducting studies involving teachers focusing on their consultation function, guidance, competence, and relationship with other employees and conducting health education on self-awareness and how they cope up with stress when it comes to their work should be done.

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