Mediating Effect of Emotional Demands Between Work Intensification and Psychological Detachment Among Public School Teachers in Lipa City

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Abstract

Aim: This study determined if emotional demands mediated between work intensification and psychological detachment among public school teachers.

Methodology: This study utilized a quantitative research design, specifically mediation analysis. Utilizing mediation analysis, data were gathered from 220 public school teachers from a chosen Integrated High School in Lipa City, Batangas, Philippines, and were analyzed using regression analysis and Sobel Test.

Results: It was revealed that public school teachers had high levels of emotional demands, work intensification, and psychological detachment. Work intensification had a significant impact on emotional demands (β = 0.762, p < .001) and psychological detachment (β = 0.325, p = .009), while emotional demands did not significantly affect psychological detachment (β = 0.037, p = .654). Only 1% of the variability in psychological detachment could be explained by emotional demands. The mediating role of emotional demands on the relationship between work intensification and psychological detachment was examined. The total effect of work intensification on psychological detachment was significant, and this effect remained significant with the inclusion of emotional demands. The indirect effect of work intensification through psychological detachment was not significant.

Conclusion: The emotional demands partially mediated the relationship between work Intensification and psychological Detachment. To address this, a program plan was proposed to improve public school teachers' emotional well-being and coping strategies, helping them better manage work pressures and enhance job satisfaction.

Keywords: emotional demands, work intensification, psychological detachment, mediation, public school teachers

INTRODUCTION

Teaching is a noble profession that changes the world and the minds of future generations. Nonetheless, educators face various global obstacles, impeding their capacity to impart knowledge and carry out their social responsibility. These are global issues that educators face from across the world. Teachers' burden and burnout are significant issues that affect the quality of education worldwide. Teachers have endless tasks besides lesson planning, grading, administrative work, and classroom management, which can quickly lead to stress and burnout. To support this issue, as mentioned by Maas et al. (2021), it was critical that teachers stayed motivated and healthy. However, many of them dealt with a lot of work pressure, inadequate time for recovery, and exhaustion, which can harm student progress, job satisfaction, retention, and the quality of their instruction. Teachers' health was essential to completing the educational responsibility first.

As it is, teachers encounter numerous obstacles, including managing administrative tasks and keeping pace with ever-changing technology and innovative teaching techniques. As a result, their work and personal lives can often overlap, leading to an imbalance that impacts their overall health. Educators now face higher expectations and must work longer hours, presenting opportunities for growth and skill development but also challenging maintaining a healthy work-life balance. This adds to the widespread problem of work intensification observed in many contemporary work environments across various industries. The growing practice of "doing more with less" reflects the intensification of work culture. With technological advances, professionals are expected to stay connected and productive 24/7, creating a 24/7 work culture with high expectations and persistent demands.

In support, the study by Agyapong et al. (2022) supported the idea that teachers often faced stress, burnout, anxiety, and despair. It showed that among teachers with clinically significant mental health difficulties, burnout spanned from 25.12% to 74%, stress from 8.3% to 87.1%, anxiety from 38% to 41.2%, and depression from 4% to 77%. Stress, burnout, anxiety, and depression were linked to gender, age, marital status, years of teaching, class size, job satisfaction, and subject taught.

Solidifying this, Türktorun et al. (2020) stated that teachers handled a range of job demands, including meeting parents' expectations, managing students' misbehavior, and interacting with colleagues, all while striving to fulfill their educational missions. Balancing these conflicting expectations was challenging and resulted in increased work pressure. For instance, there were times when efforts to maintain classroom discipline left limited time for curriculum delivery.

In addition, Pacaol (2021) pointed out that teachers in the Philippines were dealing with significant workloads and stress due to hidden tasks, which was an undeniable reality. Teachers were burdened and overwhelmed by both teaching and non-teaching activities. Additionally, their work had intensified as they could access information on their mobile devices and work anytime and anywhere. They experienced boundless responsibility, even after working hours, with limited deadlines.

Moreover, teachers encounter distinct emotional pressures when engaging with students, parents, and the wider school community. The teaching profession places significant emotional demands on educators, requiring them to manage emotions while fulfilling professional duties. Teachers must exhibit patience, empathy, and resilience, even in challenging circumstances. Given these emotional requirements, it is essential to prioritize their emotional welfare and offer methods to reduce stress. The emotional demands and work intensification that teachers faced can be understood through several theoretical frameworks. The Job Demand-Resources (JD-R) Theory (Bakker & Demerouti, 2007, as cited in Mind Tools, 2023) explained how job demands, such as exhaustion and changing tasks, led to physical and mental costs when recovery was insufficient, while work resources helped reduce these costs.

Additionally, Tesi (2021) mentioned that emotional job demands were among the most crucial, alongside psychological and physical needs, under the Job Demands-Resources (JD-R) model paradigm. Furthermore, within the context of JD-R theory, dynamic demand referred to the psychological and emotional challenges individuals faced in their work environment. On the other hand, the Social Acceleration Theory (Rosa, 2013, as cited in Huhtala et al., 2021) highlighted how the fast pace of modern work environments increased stress through rapid decision-making and multitasking, leading to burnout.

To emphasize the modern work environment experienced by public school teachers, as cited in Zhou (2021), workers in the digital age were overwhelmed with information, emails, messages, and data daily due to the acceleration of information movement. Continuing to date on the latest developments and handling the abundance of information could be stressful, making work more intense. It highlighted how people were constantly pressured to adjust, pick things up fast, and work at an ever-increasing rate in the contemporary workplace. This perspective helps people understand the difficulties and effects of increasing work intensity in today's fast-paced world.

Similarly, the Conservation of Resources Theory (Hobfoll, 1998, as cited in Wu & Lee, 2020) underscored how social interactions, especially those unrelated to work, helped reduce stress by facilitating psychological detachment while the Effort-Recovery Model (Meijman & Mulder, 1998, as cited in Bennett et al., 2023) emphasized the importance of psychological detachment and relaxation for recovery from workplace exhaustion. Together, these theories helped explain the heightened stress levels teachers experienced.

Considering these, this research recognized that the modern work environment for public school teachers had certain inherent features, such as increased workloads, difficulties in disconnecting from work, and emotional demands. These factors have led to an extensively documented rise in stress, burnout, and mental health issues among teachers. The research explored the intricate relationship between the emotional demands and the interaction of intensified work and psychological detachment experienced by public school teachers. The study aimed to balance productivity and well-being, recognizing the importance of emotional welfare for teachers' overall health and effectiveness in their demanding professional roles.

Objectives

The study aimed to determine if emotional demand mediates work intensification and psychological detachment.

Specifically, the study sought to answer the following research questions:
1. What is the work intensification level of public school teachers?
2. What is the psychological detachment level of public school teachers?

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3. What is the emotional demand level of public school teachers?
4. Does the work intensification level of public school teachers significantly impact their emotional demand level?
5. Does the emotional demand level of public school teachers significantly impact their psychological detachment level?
6. Does the work intensification level of public school teachers significantly impact their psychological detachment level?
7. Does emotional demand level mediate the relationship between work intensification and psychological detachment levels?
8. Based on the findings, what program may be proposed?

Hypothesis

In response to the quantitative objectives of the study, the following hypotheses were tested:

Hypothesis 1: There is no significant impact between work intensification and emotional demand levels among public school teachers.

Hypothesis 2: There is no significant impact between emotional demand and psychological detachment levels among public school teachers.

Hypothesis 3: There is no significant impact between work intensification and psychological detachment levels among public school teachers.

Hypothesis 4: Emotional demand level does not significantly mediate the relationship between work intensification and psychological detachment levels.

METHODS

Research Design

This study utilized a quantitative research design, specifically focusing on mediation analysis as the primary methodological approach. According to Gonzalez et al. (2023), the mediating variable (M) was identified as a significant mediator, clarifying the correlation between the independent variable (X) and the dependent variable (Y). This framework posited that X influenced Mediator M, which subsequently affected Y, establishing a sequence from X to M to Y. By incorporating a third variable, the study aimed to enhance the investigation of the relationship between work intensification and psychological detachment, effectively linking the independent and dependent variables through the mediator.

Population and Sampling

This research utilized the probability sampling technique to determine the respondents. As Ramachandran and Tsokos (2021) proposed, the notion of multistage sampling was built upon cluster sampling by integrating two subsequent random selection steps. At first, clusters were selected randomly, and then sample units were picked randomly within those clusters. This method incorporated randomness at both the cluster and sample unit levels. It involved just one random selection and did not demand extensive demographic information.

The sample size of 220 respondents was determined. The study achieved a statistical power of 0.99 using sample post-hoc analysis in G*Power, based on a 0.15 effect size ($α = 0.05$) of a linear multiple regression analysis of two (2) predictor variables.

The G*Power Application was used in the study to determine the required sample size. The correlation study was found to have a significant effect size and a power of .95 by post-hoc analysis. As a result, the sample size turned out to be sufficient for the goals of the investigation.

Instrument

This study also utilized three adapted questionnaires namely: the Intensification Job Demand Scale (IDS), The Emotional Demands Scale, and the Recovery Experience Questionnaire. The Emotional Demands Scale, the Intensification of the Job Demand Scale (IDS), and the Recovery Experience Questionnaire underwent validation procedures. The instrument was validated in terms of content validity by experts in psychology and education. The attribute of content validity was the type of validity evidence that was logical rather than statistical. According to

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Almanasreh et al. (2019b), the validity of the instruments' content should have been tested. The experts had rated its parts based on their relevance to the study to test whether the results were valid.

After the test items had been proven valid, the test underwent pilot testing. The internal consistency measure, Cronbach's α, was used for split-half combination dependability. It was unlike the other internal consistency techniques in that it concentrated on evaluation instruments with various answers (Barbera et al., 2020). The assessed instrument's dependability with a 4-point Likert-type non-dichotomous scale was calculated using the formula for Cronbach's α through SPSS, with the statistician's help. The result of Cronbach's α for the adapted Emotional Job Demands Scale indicated that the test was highly reliable (6 items; α = .82). Then, the Intensification Job Demands Scale showed that the test was highly reliable (19 items; α = .86), and lastly, the Recovery Experience Questionnaire had indicated that the test was highly reliable (10 items; α = .87).

Data Collection

This research was approved by DepEd Lipa City to conduct a study at different Integrated High Schools near Lipa City, including junior and senior high schools. Following the receipt of an endorsement letter and a request for the number of teachers, a letter of permission was sent to various Integrated High School Public Schools in Lipa City. Once the necessary approvals were obtained, data collection commenced, following all essential precautions.

Paper- and pencil-based methods were utilized for the questionnaire, along with Google Forms. Informed consent was attached to the first page of the questionnaire to ensure voluntary participation by all respondents. In Google Forms, respondents were required to answer the consent question before proceeding to the next step.

Treatment of Data

This study used three data analysis techniques to systematically address the main research question. Descriptive statistics (means, standard deviation, and tables) to assess emotional demands, work intensification, and psychological detachment levels for the study's first, second, and third objectives, while Linear regression was used to examine relationships between variables, and Sobel Test was utilized to evaluate if a variable acted as a mediator between the independent and dependent variables, testing the influence transfer from the IV to the DV.

Ethical Considarations

The researcher ensured that all research protocols involving ethics in research were complied with for the protection of all people and institutions involved in the conduct of the study.

RESULTS and DISCUSSION

Public school teachers have high work intensification in learning demands, job planning, decision-making, and multitasking. Integration and coordination of lesson plans and the institution's need to satisfy learning objectives and standards necessitate comprehensive planning. They were also multitasking to answer student questions, manage classroom activities, and handle administrative duties. Despite the higher demands, this experience helps them renew their knowledge while developing career-advancing abilities.

Work Intensification Level of Public School Teachers

Table 1

Work Intensification Level In the past five years,	$\bar{X}$	VI	RANK
1. It is increasingly rare for me to have enough work tasks.	2.65	A	14
2. It is increasingly harder for me to take time for breaks.	2.84	A	11
3. The time between the more intense work phases has decreased for me.	2.68	A	13
4. I have to do two or three things at once more often (such as eating lunch, writing emails, talking on the phone, and instructional materials).	3.08	A	9
5. I have to complete ever more work with fewer and fewer teachers.	2.83	A	12
Intensified job-related planning and decision-making demands			
6. Planning the workflow (activities, appointments, breaks, etc.) by myself is	3.19	A	3.5

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increasingly becoming necessary for me.

7. I increasingly have to determine how to do the work.	3.20	A	2
8. I increasingly have to determine the sequence of activities by myself.	3.10	A	8
9. More often, decisions have to be made without consultation with the Principal or Headteacher, and Master Teacher.	2.52	A	15
10. I increasingly have to check independently whether the work goals have been reached.	3.04	A	10
Intensified career-related planning and decision-making demands			
11. I am increasingly demanded to maintain my attractiveness in the job market (e.g., through advanced education and networking).	3.13	A	7
12. My professional development increasingly requires me to keep other alternatives open.	3.18	A	4.5
13. I increasingly have to plan my professional career independently.	3.19	A	3.5
Intensified knowledge-related learning demands			
14. I have to acquire new expertise for the job more often.	3.16	A	5
15. I increasingly have to acquire new knowledge to handle job tasks	3.15	A	6
16. I have to update my knowledge level more frequently.	3.25	A	1
Intensified Intensified skill-related learning demand			
17. I increasingly have to familiarize myself with new work processes.	3.18	A	4.5
18. I increasingly have to get used to new workflows.	3.19	A	3.5
19. I have to use new work equipment (devices, programs, etc.) more often.	3.18	A	4.5
GENERAL ASSESSMENT	**3.04**	**A/H**	

Legend: 3.25-4.00 Strongly Agree/ Very High (VH)   1.75-2.49 Disagree/Low (L)
         2.50-3.24 Agree/High (H)   1.00-1.74 Strongly Disagree/Very Low(VL)

Public school teachers' Work Intensification was **High (3.04).** In particular, the indicator "I had to update my knowledge level more frequently" received the highest computed mean of **3.25**, which was verbally interpreted as **Strongly Agree**. Meanwhile, the indicator "More often, decisions had to be made without consultation with the Principal or Headteacher, and Master Teacher" had the lowest computed mean of **2.25** and was verbally interpreted as **Agree**.

This indicates that rationalization about the public school teachers' intensified work is experiencing increased workloads due to learning requirements, job-related planning, decision-making, and multitasking. The requirements for thorough planning in integrating and coordinating lesson plans and the needs of the institution to meet the learning objectives and standards, multi-tasking to address the queries of students, overall managing classroom activities, and handling administrative tasks. However, despite the heavier workload, this experience positively impacts their professional development by enabling them to update their knowledge and develop the skills needed to advance in their careers. It also allows them to offer current teaching strategies to diverse student needs. However, the constant pressure to deliver high-quality and effective service to students and stakeholders resulted in increased work demands and personal challenges that could affect their well-being.

The necessity for teachers to frequently update their knowledge underscored their commitment to enhancing their competencies in response to evolving educational standards. This proactive approach reflected a dedication to delivering high-quality education. Conversely, the indication that teachers often had to make critical decisions without the input of school leaders pointed to potential gaps in communication and support structures within schools. Such isolation could lead to feelings of uncertainty and stress among educators. Therefore, fostering a more collaborative environment where teachers could engage with their administrators in the decision-making process not only reduced some of the pressures they faced but also fostered a sense of collective responsibility and support that ultimately benefited both educators and students.

In connection with the result shown in the high level of intensification, the social acceleration theory developed by Rosa (2013, as cited in Huhtala et al., 2021), revealed that work intensification was caused by high-speed dynamics, which meant the fast pace of development updating one's competence to adapt within the organization which continually required work processes to operate. Workers who pertained to public schools may experience burnout or face heightened workloads due to the pressure to provide outcomes and make rapid

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judgments.

Furthermore, according to Creagh et al. (2023), in terms of the relationship of work intensification to the teachers, both workload and job intensification had adverse consequences for teachers, specifically regarding their health, well-being, and ability to remain in the profession. Moreover, the substantial number of tasks and heightened labor intensity had adverse effects on instructors' capacity to proficiently implement instructional objectives that catered to the educational requirements of every student. To emphasize work intensification in the academic setting, according to Thompson et al. (2023), exploring teacher workload and attrition underscored the necessity for comprehending the details of teachers' responsibilities, including their qualities, volume, and intensity.

Psychological Detachment Level of Public School Teachers

Table 2

Indicators of Psychological Detachment Level	$\overline{x}$	VI	RANK
1. I forget about work when I'm at home.	2.27	D	6
2. I don't think about work at all during my rest day.	2.25	D	7
3. I distance myself from my work.	2.29	D	5
4. I get a break from the demands of work.	2.60	A	3.5
5. I engage in hobbies or activities that completely distract me from thoughts of work.	2.60	A	3.5
6. I consciously avoid checking work emails or messages during my personal time.	2.47	D	4
7. I intentionally create physical or mental boundaries between work and personal life.	2.85	A	2.5
8. I prioritize spending quality time with loved ones over thinking about work-related matters.	2.96	A	1
9. I immerse myself in relaxation techniques such as meditation or mindfulness to detach from work stress.	2.85	A	2.5
10. I make a deliberate effort to disconnect from work-related thoughts during vacations or time off.	2.85	A	2.5
GENERAL ASSESSMENT	**2.60**	**A/H**	

Legend: 3.25-4.00 Strongly Agree/ Very High (VH)   1.75-2.49 Disagree/Low (L)
           2.50-3.24 Agree/High (H)   1.00-1.74 Strongly Disagree/Very Low(VL)

Public school teachers' Psychological Detachment was **High (2.60)**. In particular, the indicator "I prioritize spending quality time with loved ones over thinking about work-related matters" had the highest computed mean of **2.96**, which was verbally interpreted as **Agree**. In contrast, the indicator "I don't think about work" had the least computed mean of **2.25** and was verbally interpreted as **Disagree**.

The result implies that public school teachers might have consciously tried disconnecting from work to prioritize their relationships with loved ones. Public school teachers face challenges in fully disconnecting from work due to the extensive tasks they need to complete. Public school teachers are tasked with additional responsibilities such as extracurricular activities, school events, and communicating with them psychologically. This study implies the importance of psychological detachment, wherein the public school teachers are still evaluating, organizing, or participating in professional development during holidays, vacations, and personal time. This continuous engagement could hinder the true essence of psychological detachment. Without this, it could lead to the struggle for work-life balance and might have contributed to feelings of job satisfaction, burnout, and negative effects on well-being.

This discrepancy indicated that despite efforts to detach, many teachers still struggled to completely disengage from work-related thoughts. Such a reality supported by Bendixen and Scheel (2023) that the lack of adequate recovery, including psychological detachment from work, could have adverse effects on health. This suggested that while teachers valued personal time, the overwhelming nature of their work may have impeded their ability to achieve full psychological detachment, potentially leading to increased stress and burnout.

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Additionally, as Gaudiino and Di Stefano (2021) stated, the effects of workaholism, workplace involvement, and psychological detachment on individuals' professional and personal aspects were analyzed. The analysis utilized the Stressor-Detachment Model to analyze the effects of these factors on employees' overall well-being. Using latent profile analysis, researchers identified five distinct employee profiles, each demonstrating different impacts of work-related investments on well-being. The study found that psychological detachment could effectively reduce the adverse effects of protracted job engagement, whereas active occupational participation provided immediate protective advantages. It emphasized the complex relationship between work practices, psychological detachment, and employee welfare, offering valuable insights for programs to improve organizational well-being.

Emotional Demand Level of Public School Teachers

Table 3

Indicators of Emotional Demand Level	$\bar{X}$	SD	VI	RANK
1. My work is emotionally demanding.	3.31	0.58	SA	1
2. At work, I am confronted with things personally touch me.	3.10	0.62	A	4.5
3. I face emotionally charged situations in my work.	3.00	0.58	A	5
4. At work, I deal with stakeholders (e.g students, parents, co-teacher etc.) who incessantly complain, although I always do everything to help them.	3.21	0.64	A	2
5.At work, I deal with demanding stakeholders (e.g students, parents, co-teacher etc.).	3.17	0.64	A	3
6. I have to deal with stakeholders (e.g students, parents, co-teacher etc.) who do not treat me appropriately and politeness.	3.10	0.72	A	4.5
GENERAL ASSESSMENT	**3.14**	**0.48**	**A/H**	

Legend: 3.25-4.00 Strongly Agree/ Very High (VH)   1.75-2.49 Disagree/Low (L)
            2.50-3.24 Agree/High (H)   1.00-1.74 Strongly Disagree/Very Low(VL)

Public-school teachers' Emotional Demand was **High (3.14)**. In particular, the "My work is emotionally demanding" indicator had the highest computed mean of **3.31**, which was verbally interpreted as **Strongly Agree**. Meanwhile, the "I face emotionally charged situations in my work" indicator had the lowest computed mean of **3.00** and was verbally interpreted as **Agree**.

The results imply that the evident roles of public school teachers were shown in every transition and new implementation of the Department of Education (DepEd), which is a huge challenge for them to adapt and maintain their emotional state. Additionally, public school teachers faced challenges in meeting educational expectations and improving student outcomes. Dealing with family and community relationships, conflicts, and high expectations caused stress. Limited support and resources make it difficult to address students' needs. Adapting to changes in educational regulations, programs, and technologies added to their stress. Balancing work and personal life were also challenging which directly implies that public school teachers face emotional and professional struggles, as they have to engage in emotional labor to fully devote themselves to their student's well-being and academic achievement, leading to adverse emotional effects.

The results stated above could signify that public school teachers encountered substantial emotional demands within their work environment, which contributed to diminished motivation, heightened pressure, and increased stress levels, ultimately affecting the turnover rate among educators. This finding aligned with Murtaza et al. (2021), who emphasized the emotional labor intrinsic to teaching, whereby educators were often compelled to exhibit positive emotions while concealing negative ones. The continuous requirement to manage emotional expressions while striving to cultivate a positive classroom atmosphere threatened teachers' mental well-being and adversely affected the quality of education delivered. Consequently, the emotional burdens faced by educators underscored the critical interplay between emotional demands and teacher burnout, highlighting the urgent need for educational institutions to establish a supportive environment that acknowledges and addressed these challenges.

Moreover, according to Rajendran et al. (2020), a Multigroup Structural Equation Modeling study found that workplace demands (workload and student misbehavior) and personal demands (work- family conflict) positively correlated with emotional demands, the leading cause of burnout. Due to emotional demands, all these

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responsibilities indirectly increased their intentions to leave their job. Interestingly, teacher groups had similar emotional tiredness, turnover intent, and minor stress.

Solidifying this in the context of the Job Demands-Resources (JD-R) model, Tesi (2021) emphasized the emotional demands and the psychological and physical needs of individuals in the workplace. According to the JD-R model, dynamic demands included handling interpersonal conflicts, dealing with emotionally charged events, and maintaining a positive attitude in high-pressure situations. Therefore, teachers' emotional efforts to fully support their student's well-being and academic progress aligned with the dynamic demands of the JD-R model, potentially leading to negative psychological consequences.

Test of Significance of Work Intensification to Emotional Demands of Public School Teachers

Table 4

Model	Unstandardized B Coefficients	Standardized Beta Coefficients	p-value	R-square
s1 (Constant)	.829		.002	0.256
Work Intensification	.762	.506	<.001	

Dependent Variable: Emotional Demand
Predictors (Constant): Work Intensification

Analysis of the data showed that Work Intensification (β=0.762, <.001) influenced or impacted Emotional Demand. The r-square= .256 signified that about 25.6% of the variability of Emotional Demand could be explained by Work Intensification. The remaining 74.4% could be explained by other variables.

The results imply that public school teachers might have experienced higher levels of emotional demands if they have higher levels of work intensification. This gives the idea that the teachers might have been challenged to maintain the standard of their teaching when emotional demands and work intensification overburdened them. Their capacity to organize interesting courses, give students individualized attention, and provide a pleasant learning environment that supports academic progress might have been limited.

To emphasize the connection between work intensification and emotional demands, utilizing the Job Demands-Resources model and the Conservation of Resources theory, Wittmers and Maier (2023) investigated the relationship between job intensification and emotional demands. Higher job demands put instructors under more stress and emotional strain. A qualitative study showed how daily work intensification, emotional demands, and crucial organizational support impacted life.

Moreover, the significant emotional intensity of the professional actions of teachers, such as handling non-standard pedagogical circumstances, taking on duties, and negotiating the complexity of their work, was described by Pisarevskaya (2023). Teachers who were emotionally unstable because of these obligations eventually burned out professionally. Since the impact of work intensification and emotional demand could lead to adverse effects.

Hai et al. (2023) suggested three ways to develop teacher identity and encourage positive emotions in the face of these difficulties. Work intensification and emotional demands in teaching could lead to stress and burnout. Teachers could have a rewarding career by stressing greater desire, contentment, and dedication. This thinking promoted optimism and a readiness to participate in professional growth that aligned with sustainability education's goals.

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Test of Significance of Emotional Demands to Psychological Detachment of Public School Teachers

Table 5

Model	Unstandardized B Coefficients	Standardized Beta Coefficients	p-value	R-square
1 (Constant)	2.482		<.001	0.001
Emotional Demand	.037	.030	.654	

Dependent Variable: Psychological Detachment
Predictors (Constant): *Emotional Demand*

Analysis of the data showed that Emotional Demand (β=0.037, p=.654) did not influence or impact Psychological Detachment. The r-square was .001, signifying that about 1% only of the variability of Psychological Detachment could be explained by Emotional Demand. The remaining 99% could be explained by other variables.

The results imply that years of experience in their field have given public school teachers a strong emotional regulation that has been essential to their capacity to keep psychological detachment from work even in the face of high emotional demands. This ability most certainly results from their ongoing exposure to a various kind of difficult circumstances in school environments, which need efficient emotional control. These public-school teachers have developed over time their ability to handle pressures and keep a healthy emotional state, which has strengthened their ability to preserve their psychological health and professional limits.

Based on the results mentioned above, it was implied that despite experiencing emotional demands at work, public school teachers did not necessarily find it easier to mentally disengage from their work. It emphasized the need for emotional control as a safeguard against stress related to the job of public school teachers. Moreover, the necessity for emotional control became apparent as a critical mechanism for managing stress. Teachers had to consistently maintain a facade of professionalism, often prioritizing the emotional needs of their students over their own. This self-sacrifice, while admirable, could lead to a buildup of unresolved stress and emotional fatigue over time. If teachers continually suppressed their emotions instead of finding healthy outlets for them, they risked becoming overwhelmed and burned out.

It was supported by Evans (2023) that individuals with strong emotional control skills could handle challenging emotional demands without suffering significant consequences. One technique that helped maintain emotional stability was reappraisal, which involved reinterpreting stressful circumstances to reduce their emotional impact. This technique required ongoing changes in response to the demands of the circumstances and individual objectives. Effective self-regulators were less affected by detachment and emotional demands, as they could dynamically modify their techniques to maintain balance. This means that even though public school teachers experienced emotionally demanding work, they didn't mentally detach themselves, which was in contrast to the concept of the effort recovery model used in the theoretical framework. Psychological detachment was associated with exerting effort in the workplace, leading to reactions to cope with demanding work (i.e., mental and physical demands). Psychological detachment helped them take away their minds or cope with demanding work, such as relaxing or mentally disconnecting from work.

In contrast to the result, Sandoval-Reyes et al. (2021) postulated that workplace stressors elevated negative activation, subsequently impeding detachment. This negative activation affected individuals physically, cognitively, and emotionally, keeping them mentally engaged during non-work hours. But aside from this, the links between psychological detachment and emotional demands were few. Most of the research focused on the workload, emotional exhaustion, and contributory factors of job burnout that implied psychological detachment.

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Test of Significance of Work Intensification to Psychological Detachment of Public School Teachers

Table 6

Model	Unstandardized B Coefficients	Standardized Beta Coefficients	p-value	R-square
1 (Constant)	1.612		<.001	0.031
Work Intensification	.325	.175	p=.009	

Dependent Variable: Psychological Detachment
Predictors (Constant): Work Intensification

Analysis of the data showed that Work Intensification (β=.325, p=.009) influenced or impacted Psychological Detachment. The r-square= .031 signified that about 3.1% of the variability of Psychological Detachment could be explained by Work Intensification. The remaining 96.9% could be explained by other variables.

The results imply that under pressure, public schools adapt quickly, take things up quickly, and operate ever-increasingly in the modern workplace. However, the more the public teachers' experiences intensify, the more they detach themselves during the time off to recover from the adverse intensified experiences.

In contrast, the connection between work intensification and psychological detachment, according to Türktorun et al. (2020), was that work-related factors like increased workload were linked to reduced psychological detachment, while individual-related factors such as self-efficacy in recovery were associated with greater psychological detachment. Additionally, in the research conducted by Sandoval-Reyes et al. (2019) in the industry, the overwhelming workload and technology also had a notable secondary effect on a person's mental capacity to separate from their task. These findings added to the body of work that had already been done on the stressor-detachment model and supported the idea that people who regularly used technology to stay linked to their jobs were less likely to develop a suitable level of psychological detachment.

Through the result mentioned above, this study implied that when it came to educational settings, as work intensification increased among public school teachers, there was a corresponding increase in their efforts to detach themselves psychologically. This contrasted with findings from other industries where higher work intensification typically correlated with decreased psychological detachment.

Test of Mediation of Emotional Demands between Work Intensification and Psychological Detachment of Public School Teachers

Table 7

a.   *Mediation Estimates*

Effect	Label	Estimates	SE	95% Confidence Interval		Z	p-value	% Mediation
				Lower	Upper			
Indirect	a x b	-0.0734	0.0759	-0.2330	0.0610	-0.966	0.334	15.6
Direct	c	0.3985	0.1751	0.7402	0.7402	2.276	0.023	84.4
Total	c + a x b	0.3251	0.1693	0.6247	0.6247	1.921	0.055	100

b.   *Path Estimates*

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	Label		Estimate	SE	95% Confidence Interval		Z	p-value
					Lower	Upper		
Work Intensification → Emotional Demand	→	a	0.7622	0.0792	0.6052	0.9075	9.625	<0.001
Emotional Demand → Psychological Detachment	→	b	-0.0963	0.0972	-0.2997	0.0822	-0.991	0.322
Work Intensification → Psychological Detachment	→	c	0.3985	0.1751	0.0483	0.0483	2.276	0.023

The relationship between Work Intensification and Psychological Detachment had been partially mediated by Emotional Demand by 16.6%. Using mediation analysis, The results revealed that the total effect of Work Intensification on Psychological Demand had been significant (β=-0.3985, z=2.276, p=0.023). With the inclusion of the mediation variable (Emotional Demand), the impact of Work Intensification on Psychological Demand remained significant (β=0.3985, z=2.276, p=0.023). The indirect effect of Work Intensification through Psychological Detachment was found not to be significant (β=0.0759, z=2.98, p=0.334). The bias-corrected bootstrap confidence interval for the indirect effect, based on 1,000 bootstrap samples, was entirely above 0 (-0.2330 to 0.0610).

Moreover, to further verify the results, the Sobel Test was performed. The Sobel test is a simple test statistic proposed by Sobel (1982 as cited by Abu-Bader, 2021). It was utilized to examine the hypothesis that the relationship between the independent (X) and dependent variables is mediated/affected by a third variable (Y); that is, X and Y have an indirect relationship.

In other words, it examined whether the inclusion of a mediator (M) in the regression analysis considerably reduced the effect of the independent variable (X) on the dependent variable (Abu-Bader, 2021).

c. Mediation Analysis using Sobel Test

Input		Sobel test (Test statistic)	SE	p-value
a	.762			
b	-.096	-1.004	0.07	0.316
s_a	.088			
s_b	.095			

Since the calculated score was -1.004, it meant that Emotional Demand was not significantly mediating between Work Intensification and Psychological Detachment. If the z-score had been greater than 1.96, then the mediating variable would have been significantly mediating between X and Y (Author 2020).

It means that considering the respondent's years of experience as public-school teachers, they have enhanced their emotional regulation, which improves their ability to resolve conflicts. The process of conflict resolution becomes less urgently needed as public school teachers become more skilled in controlling their emotions. The intense workload that signifies public schools also requires teachers to prioritize completing tasks over taking care of their emotional health. With such limited opportunity for emotional disengagement, teachers are forced to constantly be involved in their work without having enough time to separate psychologically.

Additionally, teachers often hide their feelings to create a pleasant learning environment for their students, thus putting the students' needs ahead of their own. This emotional suppression makes it more difficult for them to detach from the stress associated with work, thereby preserving a supportive classroom environment.

The skills that public school teachers developed to handle conflicts and control their emotions were important for creating a supportive classroom. However, this often came at the cost of their own emotional well-

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being, as teachers put their students' needs first. While this showed their commitment to education, it also highlighted the challenges they faced. The heavy workload in public schools made it even harder for teachers to take breaks and mentally step away from their jobs. This constant focus on work left teachers feeling emotionally drained, making it difficult for them to find personal time and mental space. Without proper ways to recover, their overall happiness and effectiveness as teachers suffered. This situation could lead to a cycle of burnout and dissatisfaction, affecting the quality of education they could provide. Therefore, this study highlighted the complexity for schools to recognize these emotional challenges and create support systems that encouraged teachers to take care of their mental health, allowing them to continue their passion for teaching while meeting their students' various needs.

This result was supported by Kraemer and Shrout (2020). In this book, they explained an approach to explain further mediation analysis, known as the MacArthur approach. It stated that if there was an interaction between X and M, but no main effect of M on Y, then X was said to moderate M. In short, the approach specified that a statistical interaction can still reflect mediation. Furthermore, the indirect effect quantified the effect of X on Y through M. Evidence that ab was different from zero was consistent with mediation. Evidence that patch c was different from zero was not a requirement of 21st-century mediation analysis. The correlation between X and Y was neither sufficient nor necessary to claim that X affected Y

To support the result, according to Minkkinen et al. (2021), intensifying job demands (IJDs) were linked to increased emotional demands, while a stronger sense of psychological detachment from work was associated with reduced emotional fatigue. Among various IJDs, work intensification exhibited the strongest correlation with heightened emotional demands. As anticipated, psychological force helped alleviate the positive association between IJDs and emotional needs. The findings for blue-collar and white-collar workers were generally consistent with the overall results.

This could imply that in this study, the years of experience and the high level of emotional regulation among public school teachers contributed to the weakened impact of emotional demands between work intensification and psychological detachment. Teachers with greater experience had likely developed stronger emotional regulation skills over time, enabling them to manage work pressures and maintain psychological well-being despite increased work demands. The ability to effectively regulate emotions may have lessened the impact of emotional demands on psychological detachment among public school teachers.

Program Proposed

The suggested training program entails Focus Group Discussions (FGDs) and Learning Action Cell (LAC) sessions to provide time management seminars. The program attempts to minimize burnout and promote a healthy work-life balance by establishing precise rules and expectations for work hours and workload limits.

This program will use a practical approach for public school teachers, allowing work during personal time in a collaborative setting created by using LAC sessions. The emphasis of these sessions can be on effectively scheduling work within work hours and establishing boundaries to safeguard personal time. FGDs can also allow public school teachers to discuss how they have achieved a work-life balance and pinpoint typical difficulties.

As the description given in the DepEd order no. 35 s, (2016 as cited in Tabayoyong, 2021), it is the group of teachers who engage in collaborative learning sessions to solve shared challenges encountered.

In addition, the 24/7 work connections can cause burnout and that work balance can be unattainable. Using this as a reference, the practice R.A. 9155 is essential. The school head should provide alternative ways to manage information without maximizing the use of electronic mail and provide school policies limiting after-school messaging. With the basis of this research findings, the statement "More often, decisions had to be made without consultation with the Principal or Headteacher, and Master Teacher" had the lowest computed mean of 2.2. This indicates that public school teachers commonly believe they must make decisions independently, pointing to a possible source of pressure, and was verbally interpreted as agree. Additionally, the overall mean of work intensification was 3.04, verbally interpreted as agree. This signifies that public school teachers experience intense levels of workload. These emphasize how the educational system must communicate better and allow for more flexible work schedules.

The suggested program recommends that school administrators make the most of Facebook pages, memos, advisories, and bulletins to distribute information to address these problems efficiently. Improved communication via avenues may guarantee that every employee is aware and supported, which lessens the need for autonomous decision-making under pressure. Public school teachers may reduce the sense of isolation and excess which contribute to work intensification by ensuring that everyone is informed.

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Flexible work arrangements, such as shortened workweeks, remote work choices, or adjustable working hours, can further reduce the pressure, stress, and anxiety on public school teachers. Public school teachers who have these agreements may find it easier to manage their personal and professional lives, which can increase pressure, stress, and anxiety and improve job satisfaction. Public school teachers can better manage their workload without feeling overburdened when they can organize their schedules and make decisions with the necessary knowledge and assistance.

This program's primary activity will be conducted during the Learning Action Cell in accordance with DepEd order no. 5 s (2014 as cited in Medina et al. 2023)

Table 8
Disconnect to Reconnect: Thriving Under Pressure Program for Public School Teachers

Area Of Concern	Objectives	Strategies/ Activities	Time Frame	Persons Involved	Source Of Fund	Success Indicators
Psychological Detachment • I don't think about work at all during my rest day.	To provide training on time management and prioritization	Conduct training and workshops about time management using the Learning Action Cell or FGD (Focus Group Discussion sessions.	July-August 2024	School Head Head Teachers Master Teachers LAC Coordinator Teachers	•MOOE • Local School Fund	50% increased use of service credits
.		**Work-Life Balance Training** Establish clear guidelines and expectations for work hours and workload limits to prevent burnout and support a healthy work-life balance.	July 31, 2024			
Work Intensification • More often, decisions had to be made without consultation with the Principal or Headteacher, and Master Teacher	To facilitate mentorship and peer support To establish work-hour limits and expectations to manage their workload without sacrificing personal time networks	School administrators will maximize the use of Memorandum, Advisory, Bulletin, and Facebook pages to discriminate information.	July 2024 – April 2025	School Head Head Teachers Master Teachers LAC Coordinator Teachers	•MOOE • Local School Fund	3% of teachers failed to submit reports on time.

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| **Flexible Work Arrangement**: Offering reduced workweeks, remote work choices, or flexible working hours might help staff members balance their work and personal lives. | July 2024 – April 2025 | | 95% improved job performance measured by (RPMS) Result Based Performance Management |

Conclusions

Public school teachers experienced high levels of work intensification despite these heightened demands, the experience enabled them to refresh their knowledge and develop abilities that could advance their careers. However, it was evident that public school teachers deliberately tried to detach from work during their time off, yet fully disconnecting proved challenging. This difficulty in achieving psychological detachment suggested a struggle to maintain a work-life balance, which might lead to job dissatisfaction, burnout, or negative effects on well-being. Additionally, public school teachers faced significant emotional demands from their work environment, which contributed to increased pressure, stress, and, ultimately, a decline in motivation.

As work intensification increased, emotional demands correspondingly. This implied that teachers likely struggled to maintain teaching quality and standards when burdened with both high emotional demands and intense workloads. Their capacity to create engaging lessons, provide individualized attention, and foster a positive learning environment, which is crucial for student success, could have been hindered under such conditions. Over time, however, public school teachers developed emotional regulation skills through years of experience, which proved essential in allowing them to maintain some degree of psychological detachment, shown high emotional demands. Despite this, the overwhelming workload left little room for true emotional disengagement, as the public school teachers continued to prioritize their responsibilities over their emotional well-being.

Recommendations

The following recommendations are presented based on the summarized findings and conclusions being made. The Department of Education should consider revisiting and updating policies related to public school teachers' job-related tasks to ensure a balanced environment that promotes skill development without compromising their health and well-being.

Additionally, future studies should expand the focus to include elementary school teachers to gain a more comprehensive understanding of the work-related challenges across different levels of education. The current research only focuses on junior and senior high school teachers, whose job demands, responsibilities, and experiences might differ significantly from those in elementary education. Elementary teachers may face distinct emotional, cognitive, and physical challenges, such as teaching younger children who require more hands-on attention, managing foundational learning tasks, and often serving in roles that combine teaching with caregiving. By including elementary school teachers in future studies, researchers can better explore how these unique demands contribute to their overall work intensification, psychological detachment, and emotional regulation. This broader scope could lead to more targeted policies and support systems across all levels of public education.

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