Journal of Business and Management Studies
ISSN: 2709-0876
DOI: 10.32996/jbms
Journal Homepage: www.al-kindipublisher.com/index.php/jbms

JBMS
AL-KINDI CENTER FOR RESEARCH AND DEVELOPMENT

| RESEARCH ARTICLE

Burnout and Resilience among Academic Staff: Insights for Human Resource Management through Path Analysis

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| ABSTRACT

Burnout and resilience have become central themes in the study of employee well-being, particularly in high-pressure professions like teaching. Burnout—characterized by emotional exhaustion, cynicism, and reduced efficacy—is driven by job demands such as emotional strain, work-family conflict, and role overload (Miltojević et al., 2021; Cao & Zhang, 2021; Lambert et al., 2024), while resilience, the capacity to adapt and recover, acts as a protective buffer (Sanhokwe & Takawira, 2022; Rizana et al., 2022). Guided by the Job Demands-Resources (JD-R) model and Dagodog's Burnout–Resilience Model, this study employed a quantitative design using a validated self-administered questionnaire grounded in the JD-R model and the Resilience at Work (RAW) scale. A sample of at least 110 secondary and tertiary educators was recruited through quota and snowball sampling, with data analyzed via weighted means and path analysis. Ethical protocols were strictly followed, including informed consent and confidentiality. Findings reveal a complex dynamic: while challenge demands were most prevalent, emotional and time demands were the strongest predictors of burnout—especially emotional exhaustion—though burnout models showed low predictive power (R^2 = 1.7%–11.9%). In contrast, resilience models showed significantly stronger fits, particularly for stress management (R^2 = 46.3%) and well-being (R^2 = 36.7%), with personal resources like emotional intelligence and optimism ($\beta > 0.5$) emerging as key drivers. Motivational and job resources had moderate effects, whereas HR strategies performed poorly and received the lowest mean rating (3.30). The study concludes that although some job stressors are unavoidable, organizations can mitigate their effects by strengthening personal development programs and enhancing key support systems to cultivate a more resilient, engaged, and productive workforce.

| KEYWORDS

Resilience, Burnout, Human Resource, Academe, Path Analysis

| ARTICLE INFORMATION

ACCEPTED: 14 April 2024 **PUBLISHED:** 19 May 2025 **DOI:** 10.32996/jbms.2025.7.3.8

1. Introduction

Burnout has become a growing concern in today's fast-paced work environment, with employees across industries experiencing high levels of stress, exhaustion, and disengagement. At the same time, resilience—the ability to adapt and recover from challenges—has gained attention as a critical factor in maintaining well-being and productivity. Researchers such as Miltojević et al. (2021) and Pelayo-Terán et al. (2024) have highlighted the increasing prevalence of emotional exhaustion and mental distance in the workplace. Meanwhile, studies on resilience, including those by Sanhokwe and Takawira (2022), emphasize its role in helping employees navigate workplace stressors. Understanding the relationship between burnout and resilience is essential for creating healthier and more sustainable work environments.

Burnout is linked to various workplace issues, including high job demands, emotional strain, and work-life conflict. According to Cao and Zhang (2021), work-family conflict is a significant contributor to employee stress, particularly in academic settings. Wibawa, Takahashi, and Riantoputra (2021) further explored how emotional demands impact engagement among young

professionals, while Lambert et al. (2024) examined the effects of role overload and fear of victimization on burnout in high-risk professions like prison work. The Job Demands-Resources (JD-R) model, introduced by Bakker and Demerouti (2006), provides a framework for understanding how excessive job demands deplete energy, whereas resources such as autonomy and support can help counterbalance these effects. Without adequate resources, employees struggle to cope, leading to decreased performance, increased absenteeism, and higher turnover rates (Fernandez de Henestrosa, Sischka, & Steffgen, 2023).

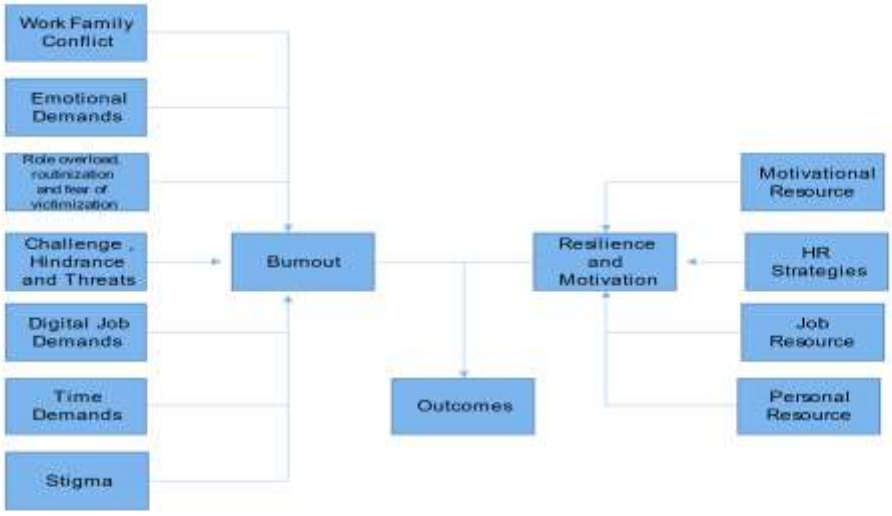
The consequences of burnout extend beyond individual employees, affecting teams and organizations as a whole. Chronic stress can result in cognitive weariness (Gillet et al., 2021), physical fatigue (Pelayo-Terán et al., 2024), and mental disengagement (Tharani et al., 2023), all of which lower productivity and job satisfaction. Burnout also contributes to a negative workplace culture, reducing collaboration and overall morale (Dharani et al., 2021). On the other hand, resilience plays a crucial role in buffering against these negative outcomes. Rizana et al. (2022) emphasize the importance of psychological capital, which includes self-efficacy, optimism, and hope, in fostering resilience. Similarly, Bernuzzi et al. (2022) discuss how work-life balance and enrichment contribute to resilience in employees. However, resilience is not an innate trait but rather a skill that can be developed through supportive workplace practices and personal strategies.

This research aims to explore the dynamics between burnout and resilience, using frameworks like the JD-R model (Bakker & Demerouti, 2006) and the Resilience at Work (RAW) Scale (Sanhokwe & Takawira, 2022) to provide insights into effective interventions. By identifying key factors that contribute to both burnout and resilience, this study can help organizations implement policies that promote employee well-being. Studies such as those by Fahruddin, Jusni, and Aswan (2023) suggest that job resources, including workplace support and public service motivation, enhance engagement and resilience. Through a better understanding of how job demands and resources interact, businesses can create environments that not only prevent burnout but also foster resilience, ultimately leading to a healthier and more productive workforce.

1.1 Theoretical Framework

The Job Demands-Resources (JD-R) model, introduced by Bakker and Demerouti (2006), explains how different aspects of a job impact employee well-being and performance. It separates job factors into demands, like workload, deadlines, and emotional strain, which can lead to stress and burnout, and resources, such as autonomy, support, and development opportunities, which boost motivation and engagement. The model emphasizes that while high demands can wear employees down, strong resources help counterbalance these effects, improving resilience, job satisfaction, and productivity. This framework is widely used in occupational psychology to create strategies that support employee well-being.

1.2 Conceptual Framework



Burnout – Resilience Model by Krizz Ian S. Dagodog (2025)

Dagodog's Burnout–Resilience Model (2025) breaks down how workplace stress can lead to burnout and how the right support systems can foster resilience and motivation, ultimately shaping workplace outcomes.

On one side of the model, job demands pile up, pushing employees toward burnout. Struggles like work-family conflict, emotional labor, overwhelming responsibilities, unclear roles, and even workplace threats all contribute to stress and exhaustion. Persistent challenges, digital overload, tight deadlines, and the stigma surrounding mental health only make things worse. Over time, these pressures wear employees down, reducing their well-being and productivity.

Burnout isn't just a side effect—it actively influences workplace outcomes. When left unchecked, it leads to dissatisfaction, poor performance, absenteeism, and high turnover. However, it's not all doom and gloom. Resilience and motivation can act as shields, softening the blow of burnout.

The other side of the model focuses on resources that counter burnout and build resilience. Incentives, recognition, and career growth opportunities help keep employees motivated. HR strategies like wellness programs, mental health support, and flexible work arrangements provide relief. A supportive work environment, proper training, and opportunities for skill development make job demands easier to handle. On a personal level, traits like resilience, self-confidence, and emotional intelligence help employees navigate workplace stress more effectively.

At its core, this model presents two possible paths: unchecked stress leads to burnout and negative workplace outcomes, while strong resources build resilience and motivation, resulting in a more engaged and productive workforce. While workplace stress is unavoidable, organizations and individuals can take steps to manage it—turning potential burnout into an opportunity for growth and success.

1.3 Review of Related Literature

1.3.1 Job Demand

Job demands play a crucial role in shaping employees' well-being and performance, with different sub-dimensions influencing various aspects of work life. One of these is (1) work-family conflict, which Cao and Zhang (2021) examined through the Job Demands-Resources (JD-R) model, highlighting its impact on the well-being of Chinese university faculty. (2) Emotional demands also affect employees' engagement, as explored by Wibawa, Takahashi, and Riantoputra (2021), who studied how these pressures influence young, highly educated workers. Some professions face even greater strains, such as prison officers in India, where Lambert et al. (2024) found that (3) role overload, routinization, and fear of victimization contribute significantly to burnout. The way job demands are categorized also matters—Fernandez de Henestrosa, Sischka, and Steffgen (2023) distinguished between (4) challenge, hindrance, and threat demands, showing how each interacts with available job resources. With workplaces becoming increasingly digital, Scholze and Hecker (2023) analyzed the impact of (5) digital job demands and how they shape employee experiences within the JD-R framework. Similarly, De Simone et al. (2021) examined (6) time demands, uncertainty, and risk in the context of gender and entrepreneurship during the pandemic, shedding light on how these factors affect work dynamics. Beyond these pressures, (7) stigma itself can act as a job demand moderator; Ramaci et al. (2021) studied its role among Italian supermarket workers after the lockdown, showing how it compounds the challenges of an already demanding job. Together, these studies reinforce the complexity of job demands and their far-reaching effects on workers across different industries.

1.3.2 Resources

The Job Demands-Resources (JD-R) model highlights how different types of resources drive employee engagement. Research shows that (1) motivational resources, particularly extrinsic incentives like rewards and recognition, play a crucial role in boosting engagement (Rabie, 2023; Johar et al., 2024). (2) HR strategies that emphasize flexibility and skill development also contribute by strengthening employees' commitment to their organizations (Goyal, Nigam, & Goyal, 2023; Otoo & Rather, 2024). In addition, (3) job resources such as workplace support and a sense of public service motivation enhance engagement, with work engagement acting as a mediator for affective commitment (Fahruddin, Jusni, & Aswan, 2023). On an individual level, (4) personal resources like emotional intelligence and psychological capital help employees build resilience and maintain high engagement (Vermooten et al., 2021). Together, these findings reinforce the JD-R model's core idea: when organizations provide the right mix of resources—both external and internal—employees are more engaged, motivated, and committed to their work.

1.3.3 Burnout

Burnout is a complex, multidimensional issue that affects both individual well-being and job performance. At its core is (1) emotional exhaustion, which Miltojević et al. (2021), Dharani et al. (2021), and Pelayo-Terán et al. (2024) describe as the overwhelming depletion of emotional and physical energy. This exhaustion makes it difficult to stay engaged at work and often

fuels other aspects of burnout. One such aspect is (2) cynicism, or depersonalization, where individuals develop a detached, negative, or indifferent attitude toward their work and colleagues (Sandrin et al., 2021; Tharani et al., 2023; Pelayo-Terán et al., 2024). Over time, this detachment can erode motivation and professional fulfillment. Similarly, a (3) lack of personal accomplishment, as examined by Calitz (2022), Gillet et al. (2021), and Pelayo-Terán et al. (2024), leads to feelings of inefficacy and failure, further diminishing motivation and productivity. Burnout also manifests cognitively and physically. (4) Cognitive weariness, discussed by Gillet et al. (2021), results in mental fatigue, difficulty concentrating, and impaired decision-making, making even routine tasks feel overwhelming. (5) Physical fatigue, another consequence of prolonged work-related stress, causes persistent tiredness and decreased stamina (Gillet et al., 2021). Lastly, (6) mental distance, as explored by Pelayo-Terán et al. (2024), deepens burnout by creating a sense of alienation from work, making individuals feel disconnected from their responsibilities and workplace. Together, these dimensions illustrate burnout's wide-ranging impact, affecting not just personal well-being but also the overall functioning of organizations.

1.3.4 Resilience

Resilience isn't just one thing—it's a mix of different qualities that help people handle life's challenges. For social work trainees, resilience comes down to (1) personal competence, tolerance of negative emotions, acceptance of change, control, and spiritual influences, all of which help them cope with the emotional demands of their work (Divya & Sathyamurthi, 2023). In the workplace, (2) psychological capital plays a big role, with (3) self-efficacy, optimism, hope, and resilience acting as key factors that keep employees engaged and motivated (Rizana et al., 2022). When it comes to balancing personal and professional life, resilience can show up in different ways—through (4) work-life conflict, work-life balance, and work-life enrichment, all of which affect how people juggle their responsibilities (Bernuzzi et al., 2022). The (4) Resilience at Work (RAW) scale takes this idea even further, breaking resilience down into seven sub-dimensions that highlight just how complex it really is in professional settings (Sanhokwe & Takawira, 2022). Meanwhile, research on healthcare professionals' points to (5) cognitive function and psychological resilience as two major protective factors against workplace stress, proving that resilience isn't just emotional—it's also about how we think and process challenges (Amer et al., 2024). All of this makes it clear that resilience isn't a single trait but a combination of skills and mindsets that help people adapt and thrive in different areas of life.

The resilience theory by Sanhokwe and Takawira (2022) is one of the best for understanding and measuring resilience at work. It aligns with the Resilience at Work (RAW) Scale, which highlights seven key factors that help employees handle workplace challenges. These include staying true to (1) personal values, (2) finding purpose in work, (3) keeping a balanced perspective, (4) managing stress effectively, (5) working well with others, (6) prioritizing well-being, and (7) building a strong support network. By focusing on these areas, this framework offers a practical and well-rounded approach to strengthening resilience in the workplace.

2. Methodology

2.1 Research Design

This study employs a quantitative research design to analyze the relationship between job demands and resources on teacher burnout and resilience. A structured questionnaire will be used to gather data from secondary and tertiary-level teachers.

2.2 Participants and Sampling Technique

This study will use quota sampling to recruit a minimum of 100 academic teachers from both secondary and tertiary institutions. Recruitment will be conducted primarily through online platforms, such as email, social media, and professional networks. Initial participants will be asked to share the study invitation with colleagues, following a snowball sampling approach to help reach the target quota. This method is designed to ensure a sufficient sample size for conducting path analysis. Kline (2005) recommended a sample size of at least 100 for path analysis, especially when the model is not overly complex.

2.3 Instrumentation and Reliability Testing

The main tool for data collection is a self-administered questionnaire based on the Job Demands-Resources (JD-R) model and the Resilience at Work (RAW) scale. It was pilot tested with 10 teachers to ensure clarity and reliability. The questionnaire has four parts: Job Demands (21 items, Cronbach's alpha = 0.91, excellent reliability); Resources (12 items, alpha = 0.82, good reliability); Burnout Assessment (15 items, alpha = 0.93, excellent reliability); and Resilience (21 items, alpha = 0.93, excellent reliability).

The questionnaire was distributed to teachers, and responses was collected either through online or printed surveys. Participants was given ample time to complete the survey, and confidentiality was maintained throughout the process.

2.4 Statistical Treatment of Data

Weighted Mean – This was used to describe the current levels of burnout and resilience among teachers.

Path analysis was employed to examine the relationships between job demands and resources (independent variables) and their contribution to burnout and resilience (dependent variables). Given the sample size of approximately 110 participants, path analysis is more appropriate than full structural equation modeling (SEM), as it requires fewer parameters and is better suited for smaller samples. This method will provide a clearer understanding of how these variables interact and influence one another.

2.5 Ethical Considerations

Participation in the study was voluntary, with informed consent obtained from all respondents. Data confidentiality and anonymity was strictly maintained, and participants had the right to withdraw at any stage of the study without consequences.

3. Result and Discussion

This section presents and interprets the key findings of the study, focusing on the relationship between job demands, burnout, support systems, and resilience among educators. It begins by examining the most prominent stressors in the workplace, highlighting how challenge, emotional, and time demands impact well-being and performance. The discussion then turns to burnout levels, identifying the specific demands most closely linked to emotional exhaustion and work-related stress. It also addresses the limited explanatory power of burnout prediction models, emphasizing the complexity of the issue. In contrast, the analysis of resilience outcomes reveals stronger model fits, particularly where personal resources play a central role. Support systems—including HR strategies, job resources, and personal development—are also assessed for their effectiveness in buffering stress and promoting resilience. Together, these results provide a comprehensive understanding of the factors shaping educator well-being and inform the development of practical interventions.

3.1 Result

Table 1 Job Demand

Job Demand	Weighted Mean	Verbal Description
Work - Family Conflict	2.80	Moderate
Emotional Demands	3.11	Moderate
Role Overload, Routinization and Fear of Victimization	2.81	Moderate
Challenges, Hindrance and Threat Demands	3.24	Moderate
Digital Job Demands	2.59	Low
Time Demands	3.17	Moderate
Stigma in the Workplace	2.50	Low
Composite Mean	2.89	Moderate

Legend: 1.00 – 1.80 Very Low; 1.81 – 2.60 Low; 2.61-3.40 Moderate; 3.41 – 4.20 High; 4.21 – 5.00 High

Based on the data presented, among the various stress-related factors, Challenge**,** Hindrance, and Threat Demands collectively emerged as the highest-scoring category (mean score: 3.24), suggesting that teaching is predominantly viewed as a highly challenging profession. This perception aligns with the sub-dimension: *My role as an educator is challenging in a way that motivates me to improve.*" Kubicek et al. (2022) explain that challenge demands, such as workload and cognitive complexity, can have both positive and negative effects. While heavy workloads tend to cause stress. However, cognitive demands when positively appraised can enhance motivation and learning. Supporting this, Xu et al. (2023) found that in Chinese universities, challenge stressors like high teaching standards and student expectations increased teaching engagement, though the effect was moderated by job satisfaction. Similarly, Schilbach et al. (2021) noted that moderate levels of challenge demands can promote psychological resilience, equipping educators to better handle future stress.

In contrast, Institutional Obstacles fall under hindrance demands and align with the sub-dimension: *"I encounter institutional obstacles (e.g., lack of resources, administrative workload) that prevent me from performing effectively."* Xu et al. (2023) argue that bureaucratic barriers and inadequate resources significantly reduce teacher engagement and job satisfaction. Acharya et al. (2023) further emphasized that for doctoral students, inadequate program resources and complex workload structures serve as core hindrance demands that harm psychological well-being. Additionally, Schilbach et al. (2022) demonstrated that the

presence of hindrance demands can distort perceptions, making even generally motivating demands like time pressure feel threatening, thereby exacerbating stress.

Lastly, the Work Environment dimension reflects Threat Demands, directly corresponding to the sub-dimension: *"My work environment includes stressors such as job insecurity, unfair policies, or workplace conflicts that impact my well-being."* De Witte and Van Hootegem (2021) identified job insecurity as a key hindrance stressor, associated with decreased motivation, well-being, and job performance. According to Chen et al. (2024), under the Challenge–Hindrance–Threat Appraisal Framework, emotional exhaustion caused by workplace instability or conflict significantly increases turnover intentions and reduces professional engagement. Furthermore, Kunzelmann et al. (2024) found that workers experiencing high emotional demands and low autonomy are more likely to interpret even neutral stressors as threats, negatively affecting both satisfaction and engagement.

Table 2 Burnout Assessment Scale

Burnout Assessment Scale	Weighted Mean	Verbal Description
Emotional Exhaustion	2.84	Moderate
Depersonalization	2.35	Low
Reduce Personal Accomplishment	2.47	Low
Work Related Stress	2.94	Moderate
Psychological and Physical Symptoms	2.92	Moderate
Composite Mean	2.70	Moderate

Legend: 1.00 – 1.80 Very Low; 1.81 – 2.60 Low; 2.61-3.40 Moderate; 3.41 – 4.20 High; 4.21 – 5.00 High

The table shows that on the Burnout scale, work-related stress ranks the highest with a moderate score of 2.94. Work demands and organizational pressures are major contributors to this stress. According to Satata et al. (2022), high demands in work organizations are consistently linked to elevated stress levels among employees, emphasizing the need for stress management through training and communication. Kumar and Srivastava (2023) note that work-related stress leads to both economic and health consequences for organizations, including reduced productivity and increased healthcare costs, largely driven by sociological, technological, and economic changes in the workplace. Rathi and Umamaheswari (2022) highlight that workplace stress is prevalent across genders and sectors; for example, women entrepreneurs often experience high work pressure, long hours, and role conflicts. In healthcare settings, Amin and Ahmad (2021) report that stress among hospital employees—particularly nurses—is primarily induced by workplace factors such as excessive workload and emotional strain.

Table 3 Coefficient of Determination for Burnout Assessment Scale

Outcome Variable	R^2	Interpretation
Emotional Exhaustion	0.022	Only 2.2% of the variation in emotional exhaustion is explained by the predictors. This suggests a very weak model fit for this outcome—other unmeasured factors may be influencing emotional exhaustion more strongly.
Depersonalization	0.098	About 9.8% of the variance is explained. This is still low, though better than the previous one. The model provides a modest explanation of what contributes to depersonalization.
Reduced Personal Accomplishment	0.060	Roughly 6.0% of the variance is accounted for. Again, this is weak, indicating limited explanatory power.
Work Related Stress	0.119	The highest among the group, with 11.9% explained. This suggests a low to moderate level of model fit—some relevant predictors are present but major contributors may still be missing.
Psychological And Physical Symptoms	0.017	Only 1.7% of variance is explained, indicating negligible model explanatory power for this outcome.

R-squared values are low, suggesting that while individual paths may be relevant, the overall models explain a small portion of variance which is typical in complex psychological constructs with multifactorial causes. Low R-squared values are common in psychological and clinical research, especially when dealing with complex, multifactorial constructs like behavior, mental health, and workplace dynamics. While these models often explain only a small portion of the variance and sometimes as little as 3%, this does not diminish their relevance. For example, Gupta et al. (2024) argue that an R^2 above 15% is already strong in such

fields, where outcomes are shaped by countless overlapping factors. Farinasari et al. (2022) highlight that even a 3% explained variance in gender role conflict and well-being can yield meaningful insights. Similarly, Dam et al. (2023) found that low R^2 values for both transactional and relational psychological contracts still provided useful guidance in HR contexts. And in mental health research, Kulkarni and Velhal (2023) demonstrated that small but statistically significant correlations—like emotional intelligence's modest inverse link to depression—can still serve as important predictors. In short, low R^2 doesn't mean low value in multifactorial psychological research.

Table 4 Beta / Path Coefficient Value

Burnout Factor	Emotional Exhaustion	Depersonalization	Reduced Personal Accomplishment	Work Related Stress	Psychological & Physical Symptoms
Emotional Demands	0.031	0.138	-0.101	**0.213**	0.039
Role Overload	0.009	**0.164**	**-0.183**	**-0.220**	-0.012
Challenges/Threat Demands	-0.100	0.046	0.093	-0.044	0.068
Digital Job Demands	-0.055	-0.096	0.053	0.021	0.060
Time Demands	0.079	-0.038	-0.042	0.129	0.025
Stigma in the Workplace	0.045	**0.165**	0.108	0.108	-0.070

The analysis identified the strongest predictors, both positive and negative, affecting work-related outcomes. Among the positive predictors, emotional demands had the highest impact on work-related stress (β = 0.213), indicating that higher emotional demands are linked to increased stress. Additionally, stigma in the workplace (β = 0.165) and role overload (β = 0.164) were both strongly associated with increased depersonalization. On the other hand, the strongest negative predictors showed that role overload was linked to decreased work-related stress (β = -0.220) and a reduced sense of personal accomplishment (β = -0.183), suggesting that in some cases, taking on more roles might buffer stress or impact self-perception differently.

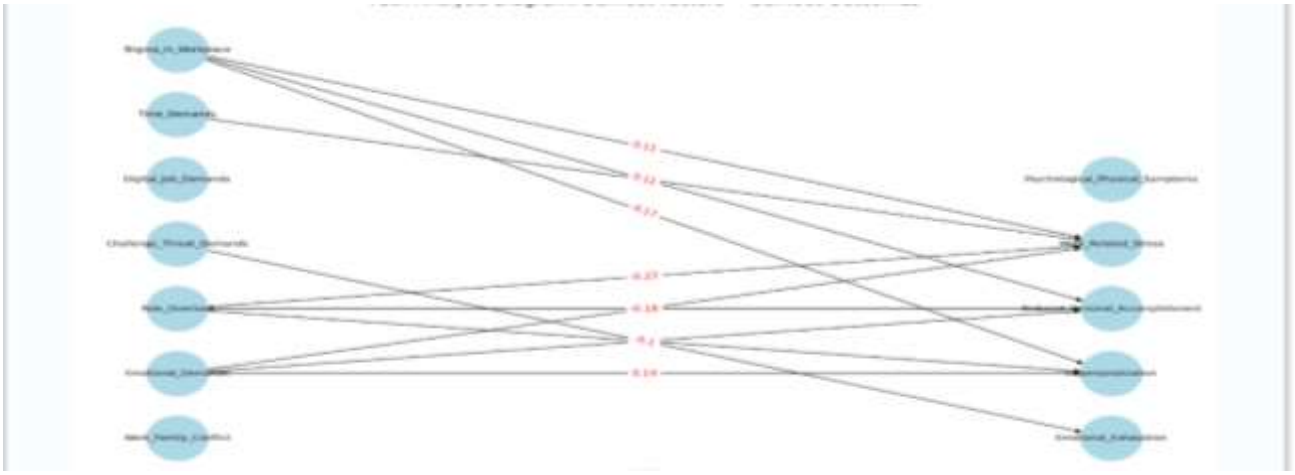


Figure 1: Path Analysis Diagram: Job Demand Factors to Burnout Assessment Scale

The diagram illustrates how various job demands are linked to burnout assessment scale, as measured by the Burnout Assessment Scale. Emotional demands show strong, positive connections with both work-related stress and depersonalization, meaning that when employees face high emotional pressure, they are more likely to feel stressed and emotionally detached (Clarà et al., 2022; Park et al., 2021; Garzaro et al., 2021; Framke et al., 2021; Pujol-Cols et al., 2021). This trend is consistent across sectors such as education and healthcare. Time demands also show a moderate positive association with work stress, reinforcing the idea that constant time pressure contributes to emotional exhaustion and depersonalization (Clarà et al., 2022). However, not all mental load leads to burnout—cognitive demands, which require concentration and problem-solving, may actually protect against burnout and enhance personal accomplishment (Wang et al., 2021).

Role overload presents a complex picture. In some cases, taking on too many responsibilities increases emotional exhaustion and depersonalization (Lambert et al., 2024; Novriansa et al., 2022). Yet other studies suggest that high role overload might boost intellectual engagement or even reduce feelings of detachment, indicating that in certain contexts, a heavy workload could be

reframed as a challenge rather than a burden (Martín-Martín et al., 2022; Lambert et al., 2022). These mixed findings highlight the importance of individual and organizational factors in shaping how workload is experienced and managed.

Workplace stigma also plays a critical role in burnout. Even when not labeled explicitly as "stigma," related factors such as workplace incivility and perceived leader distance are associated with higher stress levels and greater emotional exhaustion (Rahimi Pordanjani & Ghorbanian, 2021; Garzaro et al., 2021). These connections suggest that negative social dynamics at work whether through exclusion, poor leadership, or subtle hostility can significantly worsen burnout symptoms. The overall picture from the diagram and supporting research shows that both structural demands and interpersonal experiences contribute meaningfully to how burnout develops in the workplace.

Table 5 Support System

Support System	Weighted Mean	Verbal Description
Motivational Resource	3.47	High
HR Strategies	3.30	Moderate
Job Resource	3.64	High
Personal Resource	3.79	High
Composite Mean	3.55	High

Legend: 1.00 – 1.80 Very Low; 1.81 – 2.60 Low; 2.61-3.40 Moderate; 3.41 – 4.20 High; 4.21 – 5.00 High

The table shows that HR strategies rate the lowest among support system strategies, receiving a moderate score of 3.30, while other strategies are rated high. This pattern is echoed in several studies. Kołodziej (2024) found that although HR strategies are considered relevant to organizational resilience, they were ranked only fourth out of five key factors in a study of publicly traded companies. This suggests that HR is often not viewed as a top priority when organizations face change or instability. Similarly, Ayari et al. (2022), in their study of Bahrain's banking sector, observed that while electronic HR management (E-HRM) led to significant advancements in training and development, compensation strategies were the least developed. This points to a potential undervaluing of certain HR functions, particularly compensation. Rimac-Bilušić and Položki-Vokić (2024) further noted that in the context of HR digitalization, top management support had a greater impact than HR-specific funding. Their findings indicate that organizations may underinvest in HR as a systemic support function. In contrast, Ramakrishna et al. (2024) emphasized the strategic value of HR, arguing that it remains crucial for workforce development and should inform decision-making by integrating HR data with broader business insights to support long-term business sustainability.

This consistently low prioritization of HR strategies extends into the educational sector, where HR support often lags behind other institutional functions. Despite the recognized importance of human resources in maintaining quality and resilience, multiple studies reveal persistent weaknesses in HR management within educational settings. For instance, Kartika et al. (2023) highlighted that essential HR practices—such as workforce planning, staff selection, and compensation—are frequently underdeveloped, leaving educators underpaid and underprepared. Fahlefi (2025) further exposed how inadequate HR systems in vocational schools lead to unqualified teaching staff and a lack of professional development, directly impairing educational performance. Fitria and Rifan (2024) observed a similar pattern in Madrasah schools, where teachers are often overwhelmed with duties beyond their expertise due to insufficient HR staffing. Structural issues also persist at a systemic level; Tu and Huyen (2022) found that weak HR management approaches contribute to inefficiencies across Vietnam's education system. Meanwhile, Han et al. (2024) noted that at the secondary level, the absence of robust HRM frameworks results in inconsistent staff evaluation and limited support for career growth. These findings reinforce the broader trend observed in other sectors: despite HR's critical role in organizational effectiveness, it remains undervalued and underfunded—particularly in education, where its impact on outcomes is direct and measurable.

Table 6 Resilience

Support System	Weighted Mean	Verbal Description
Personal Values	3.88	High
Purpose in Work	4.17	High
Balance Perspective	3.87	High
Managing Stress	3.55	High
Working with Others	3.88	High
Well – Being	3.88	High
Support Network	3.69	High
Composite Mean	3.85	High

Legend: 1.00 – 1.80 Very Low; 1.81 – 2.60 Low; 2.61-3.40 Moderate; 3.41 – 4.20 High; 4.21 – 5.00 High

Several recent studies point to a common theme: having a clear sense of purpose significantly boosts resilience across different professions and settings. Silva et al. (2024), for example, found that in Portuguese schools, both resilience and a sense of purpose strongly predicted well-being among educational leaders. Purpose not only supported well-being but also helped buffer the impact of psychological distress. A similar pattern emerged in other sectors. In local government units, Mamoso et al. (2022) identified purposefulness as the strongest predictor of employee readiness and resilience during the shift to remote work, emphasizing how vital purpose was for adapting to change. In healthcare, Gerdes and Schuessler (2024) noted that nursing students with strong professional intent and self-efficacy were more resilient and more willing to stick with demanding bedside roles. Likewise, Coady (2024) observed that in rural interprofessional healthcare teams, a shared purpose and collaborative spirit were crucial for adapting during the pandemic. Le et al. (2024) added to this by showing how mindfulness and a strong sense of purpose improved resilience among remote service employees, helping them manage work-life conflict and maintain happiness. Even in entrepreneurship, Brenes et al. (2023) found that resilient agro-entrepreneurs often shared a clear sense of purpose, which helped them push through business challenges. Altogether, these findings align with data showing that "purpose in work" is the most highly valued resilience factor among teachers, scoring 4.17—highlighting just how central it is to thriving in demanding roles.

Table 7 Coefficient of Determination for Resilience

Outcome Variable	R^2	Interpretation
Purpose in Work	0.319	About 31.9% of the variation in purpose in work is explained by the predictors. This indicates a moderate model fit, suggesting that the model has some explanatory power but other influential factors may still be unaccounted for.
Balance Perspective	0.272	Roughly 27.2% of the variance is explained. This reflects a modest level of model fit, indicating that the predictors capture some, but not all, of what shapes balance perspective.
Managing Stress	0.463	Approximately 46.3% of the variance is accounted for. This suggests a relatively strong model fit, meaning the predictors play a significant role in managing stress.
Working with Others	0.342	Around 34.2% of the variation is explained, suggesting a moderate to strong model fit. The predictors appear meaningful in understanding how individuals work with others.
Well-being	0.367	About 36.7% of the variance is explained. This shows a moderate level of model fit, indicating that the predictors have a notable influence on well-being.
Support Network	0.352	With 35.2% of the variance explained, the model demonstrates a fair amount of explanatory power. This suggests that the predictors are useful in understanding support networks.

The outcome variables related to resilience show varying degrees of explanatory power, with the strongest model fit observed in "Managing Stress," where 46.3% of the variance is accounted for by the predictors. This suggests the model effectively identifies the key factors that influence stress management. Other areas—such as "Well-being" (36.7%), "Support Network" (35.2%), and "Working with Others" (34.2%)—also display moderate to strong model fits, indicating that the predictors contribute meaningfully to understanding these aspects of resilience. "Purpose in Work" (31.9%) and "Balance Perspective" (27.2%) show more modest fits, suggesting that while the model offers some insight, additional variables may be necessary to fully explain these outcomes. Overall, the results highlight that the model's greatest explanatory power lies in areas central to personal resilience, especially stress management.

Research supports these findings across both workplace and educational contexts. In business settings, Thanki and Pestonjee (2021) found that managing organizational role stress and promoting psychological well-being are critical for resilience and productivity. Schultz et al. (2022) showed that nurses with higher resilience and social support reported lower stress levels. Similarly, Widianti (2023) emphasized that resilience—shaped by both personal abilities and supportive environments—helps seafarers manage emotional and behavioral strain. Borissov (2024) further noted that building organizational resilience reduces stress and enhances workplace stability. In educational contexts, Nurmalitasari and Hanurawan (2023) demonstrated that resilient secondary school teachers experienced lower stress and improved performance. Kassymova et al. (2023) found that structured stress management training boosted student resilience and reduced anxiety. Lastly, Ross et al. (2023) highlighted that faculty resilience was vital for maintaining educational quality during the heightened stress of the COVID-19 pandemic.

Table 8 Beta / Path Coefficient Table

Resilience	Personal value	Purpose in Work	Balance Perspective	Managing Stress	Working with others	Well - Being	Support Network
Motivational Resource	-0.03477	**0.16440**	0.05015	0.07854	0.11947	**0.14450**	0.06208
HR Strategies	-0.11940	-0.17127	-0.06784	-0.05089	-0.00732	0.03935	0.06665
Job Resource	-0.02393	0.07096	-0.05315	-0.15009	-0.06860	-0.07687	**0.42397**
Personal Resource	0.59984	0.52300	**0.54932**	**0.72624**	0.56848	0.55886	0.13814

Table 8 presents the beta (path) coefficients illustrating the strength and direction of relationships between four categories of predictors—Motivational Resource, HR Strategies, Job Resource, and Personal Resource—and seven well-being-related outcomes: Resilience, Personal Value, Purpose in Work, Balanced Perspective, Managing Stress, Working with Others, and Well-Being Support Network. The data indicates that *Personal Resource* consistently shows the strongest positive impact across all outcomes, especially on Balanced Perspective (0.72624) and Purpose in Work (0.54932), suggesting it is a key driver of employee well-being. In contrast, *HR Strategies* and *Job Resource* generally exhibit weak or negative associations, except for a notably strong positive link between Job Resource and Well-Being Support Network (0.42397). *Motivational Resource* shows modest positive effects, particularly on Personal Value (0.16440) and Working with Others (0.14450), but has a slight negative impact on Resilience. Overall, enhancing Personal Resources appears to be the most effective strategy for improving various dimensions of employee well-being.

Pérez-Marqués et al. (2023) found that interventions focused on personal resources—such as psychological capital, job crafting, and mindfulness—significantly reduce burnout and increase engagement, with psychological capital (PsyCap) emerging as particularly effective. Kotzé (2021) further demonstrated that personal resources like mindfulness and self-leadership enhance psychological capital, which in turn mediates the relationship between stress and engagement. Mehta and Sharma (2021) also observed that personal resources can moderate the negative effects of emotional job demands on well-being, sometimes exerting a stronger influence than even social support. Brady et al. (2025) extended this understanding by showing that supervisors' personal resources, especially resilience, can positively affect employees through crossover effects, reducing burnout and psychological distress while improving life satisfaction.

Bajrami et al. (2022) and Scott and Lammie (2024) provided evidence that personal resources such as self-efficacy, optimism, and resilience play a critical buffering role in high-stress environments like hospitality and healthcare, significantly enhancing well-being. Putimelinda and Jatmiko (2023) linked personal resources directly to improved employee performance through increased work engagement among MSME workers. Reinforcing these findings, Kelesoglu et al. (2024) conducted a systematic review of 55 studies and concluded that personal resources—including emotional intelligence and a growth mindset—consistently support work engagement and job satisfaction across sectors. These findings align with the quantitative results in Table 8, where Personal Resource demonstrates the strongest positive impact on all well-being outcomes, highlighting its central role in fostering employee well-being.

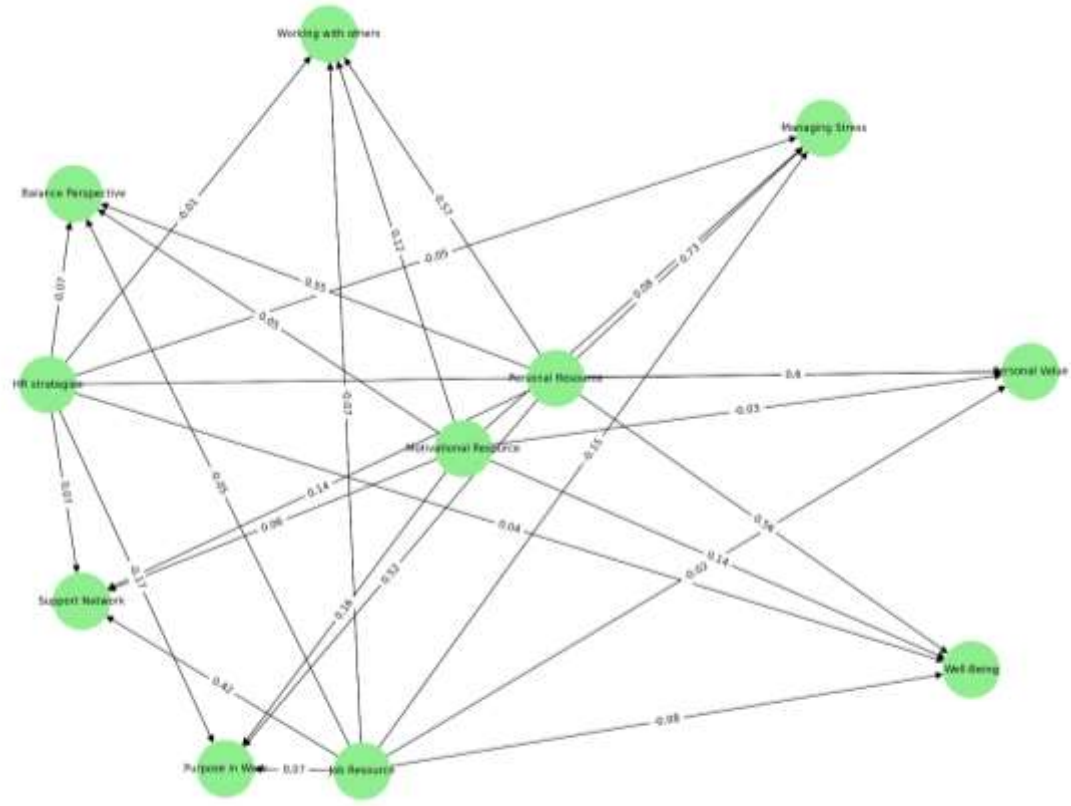


Figure 2 Resilience Diagram

This diagram represents a network graph illustrating the relationships and directional influences between various psychological and social constructs related to personal well-being. Nodes such as "HR strategies," "Support Network," "Emotional Resilience," and "Purpose in Work" connect through weighted arrows to other nodes like "Well-Being," "Managing Stress," and "Working with others," suggesting causal or correlational links. The weights (e.g., 0.6, -0.07) on the arrows indicate the strength and direction (positive or negative) of these relationships. For example, "Emotional Resilience" positively influences both "Well-Being" and "Managing Stress," while "Job Resources" has a small negative link to "Well-Being." Overall, the graph shows a complex interplay where personal, emotional, and professional factors collectively shape individual outcomes such as stress management, collaboration, and overall well-being.

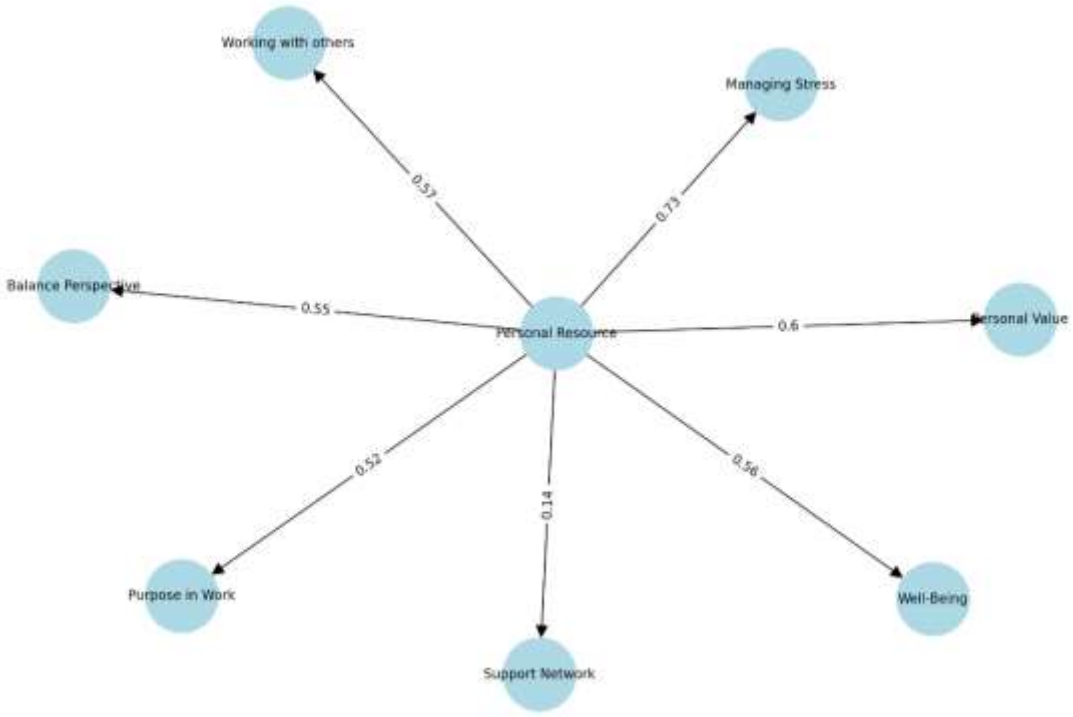


Figure 3: Strongest Predictor for Resilience

This diagram illustrates a simplified network focused on the central role of "Personal Resource" and its influence on various psychological and work-related outcomes. Arrows radiate outward from "Personal Resource" to seven other nodes, each representing factors like "Working with others," "Managing Stress," "Well-Being," and "Purpose in Work." The weights on these arrows, such as 0.6 toward "Personal Value" and 0.57 toward "Working with others," indicate the strength of influence, suggesting that personal resources significantly enhance collaboration, stress management, meaning in work, and overall well-being. The weakest link is to "Support Network" (0.14), indicating a modest influence in that area. This model highlights "Personal Resource" as a key driver in fostering both personal and interpersonal strengths.

4. Conclusion

Challenge demands are the most dominant job stressors in education, with the highest mean score (3.24), suggesting that while these demands are intense, they can boost motivation and engagement when seen in a positive light. Emotional and time demands stand out as the most consistent predictors of burnout, particularly in terms of work-related stress and emotional exhaustion, a pattern supported by both statistical analysis and existing literature. On the other hand, personal resources emerge as the strongest predictors of resilience, positively influencing outcomes such as stress management, collaboration, and maintaining perspective, with β values consistently above 0.5. In contrast, HR strategies appear to be underperforming as support systems, reflected in the lowest mean score (3.30) among support mechanisms and showing weak or even negative links to resilience, such as a β of -0.17 for purpose in work. Finally, burnout models show low explanatory power, with low R^2 values, indicating that while factors like emotional demands play a role, a significant portion of burnout variance remains unexplained—highlighting the complex, multifaceted nature of workplace well-being.

4.1 Recommendations

To prevent burnout, organizations should start by redesigning roles to reduce emotional and time demands—flexible work hours and task rotation can help ease emotional exhaustion and time pressure, which are the top contributors to burnout. Emotional resilience training is another key strategy; workshops focused on emotional regulation and boundary-setting directly target these stressors and have demonstrated effectiveness (β = 0.213 for emotional demands leading to work stress). Addressing workplace stigma and isolation is equally crucial—initiatives that foster inclusion and psychological safety can counteract the depersonalization and stress that come with feeling unsupported. Additionally, reframing role overload through job crafting can transform stressors into motivational challenges by giving employees more control over setting meaningful goals. Even though

digital demands currently score low, maintaining regular tech training ensures these stressors remain manageable, especially in hybrid or remote settings.

To build resilience, organizations should invest in developing personal resources. Programs such as coaching, mindfulness, and psychological capital training significantly improve well-being and all resilience dimensions, with strong statistical support (e.g., β = 0.726 for stress management). Promoting purpose-driven work is also vital—aligning tasks with individual and organizational values enhances the sense of meaning, as shown by the highest resilience score (4.17) and a solid predictive model (R^2 = 0.319). Encouraging peer collaboration through team-based goals and mentorship supports the "Working with Others" dimension (R^2 = 0.342, β = 0.568), while leadership training that focuses on emotional and practical support helps build effective support networks (R^2 = 0.352). Finally, fostering reflective practices like journaling and counseling helps employees maintain perspective and avoid over-identifying with stressors (β = 0.549 from personal resource), strengthening long-term resilience.

4.2 Limitation

Participation in this study was entirely voluntary, with no financial compensation offered. Respondents were informed of their right to withdraw at any point without consequence. While this may limit participant diversity, the target sample size of 110 is sufficient for conducting path analysis and drawing meaningful conclusions from the data.

4.3 Future Study Directions

Explore Unmeasured Burnout Predictors: Given the low R^2 values in burnout models, future studies should investigate additional factors such as individual coping styles, leadership climate, or organizational justice to improve model accuracy and deepen understanding of burnout mechanisms.

Examine the Role of HR Practices in Educational Contexts: Since HR strategies showed weak or negative associations with resilience, qualitative or mixed-methods research could explore why HR support systems underperform and how they can be redesigned to better meet the needs of educators.

Longitudinal Analysis of Personal Resource Development: Future research could track the long-term effects of interventions focused on building personal resources (e.g., mindfulness, self-efficacy, psychological capital) to determine their sustained impact on resilience and burnout over time.

Declaration: This research is not funded by any external agency or institution. It is solely financed by the author to maintain objectivity and research integrity.

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