

THE IMPACT OF CYBERBULLYING ON TEACHER BURNOUT: A STUDY OF INTERNATIONAL SCHOOLS IN THE PUTTALAM DISTRICT, SRI LANKA

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ABSTRACT

Job burnout, a multifaceted issue impacting individuals and organizations, is characterized by emotional exhaustion, cynicism, and reduced accomplishment. These symptoms harm individual well-being and lead to decreased productivity and higher turnover rates in organizations. Cyberbullying, involving harmful electronic behaviors, exacerbates stress and significantly contributes to job burnout, causing increased emotional exhaustion, lower job satisfaction, and a sense of helplessness, which further deteriorates mental health and disrupts team dynamics. This study investigates the impact of cyberbullying on job burnout among international schoolteachers in Sri Lanka's Chilaw Divisional Secretariat, Puttalam District, using a deductive approach and survey method. Data were collected from 137 teachers using a structured questionnaire with a five-point Likert scale, with a final sample size of 108 selected through stratified random sampling. Five hypotheses were formulated based on existing literature. Pearson correlation and multiple regression analyses, conducted using SPSS version 21, indicated a significant positive relationship between cyberbullying and job burnout, with correlation coefficients of 0.718 (general cyberbullying), 0.548 (work-related), 0.589 (person-related), and 0.540 (physically intimidating). Multiple regression analysis showed significant p-values (0.000, 0.001, 0.004, and 0.001) and regression coefficients (0.624, 0.419, 0.502, and 0.337), with R² values of 0.516, 0.300, 0.347, and 0.292, respectively, indicating the impact of each cyberbullying type on burnout levels. These findings highlight the significant effect of cyberbullying on teacher well-being and the necessity for targeted interventions to mitigate this impact.

Keywords: Cyberbullying, job burnout, physically intimidating cyberbullying, person-related cyberbullying, work-related cyberbullying