

TEACHERS' BURNOUT AND TEACHING PERFORMANCE TOWARDS QUALITY OF WORK-LIFE BALANCE IN FACE-TO-FACE CLASSES

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ABSTRACT

The study mainly explored on the level of teachers' burnout and quality of work life balance towards teaching performance. It specifically determined the level of teachers' burnout; the level of teachers' quality of work life balance; and level of teaching performance of teachers. Further, it determined the significant relationship between the teachers' burnout and teaching performance; the influence of teachers' burnout on teaching performance. In addition, it determined the significant relationship between the teachers' quality of work life balance and their teaching performance; the influence of teachers' quality of work life balance on teaching performance. This research utilized descriptive-correlation research design to analyze the gathered data from the 130 teachers taken through complete enumeration. The instrument used was adopted. Results of the reliability test using Cronbach's Alpha had 0.982 on part 1, 0.908 on part 2, and 0.887 on part 3 of the questionnaire, which meant that the instrument was highly reliable. Data gathering procedure using communication addressed to different school heads, and the statistical tools utilized mean and weighted mean. While in determining the relationship of the study, Pearson *r* was used, and the significant influence employed by multiple linear regression. Teachers' burnouts were all strongly disagreed by the respondents. The quality of work life balance was strongly agreed such job satisfaction and working condition. While they were all agreed on general well-being and homework interface. They were outstanding on teaching learning, pupils' outcome, and community involvement were all outstanding. While they were satisfactory on professional growth and development. Teachers' burnout and teaching performance were significantly correlated. Feelings of hopelessness significantly influenced on professional growth and development of the teachers. Teachers' quality of work life balance and teaching performance were highly correlated. Teachers' quality of work life balance was highly influenced on the teaching performance of the teachers.

Keyword : - Teachers' burnout, teaching performance, quality of work-life balance, face-to-face classes.

1. INTRODUCTION

The widespread of COVID-19 took a toll in all sectors and the Department of Education is no exemption. Different levels of emotional tiredness among teachers eventually constituted a severe threat to their ability to maintain a healthy work-life balance. According to research, when teachers are emotionally spent, both their work performance and mental health suffer. This is risky since burnout has been associated with a decline in personal success, which manifests as a lack of pride in one's job and an inability to concentrate on one's objectives (Ghossoub, Nadler, & El-Aswad, 2020).

Before the school year 2019-2020 halted sometime in March, all schools shut down and eventually shifted to modular learning which apparently placed teachers outside their comfort zones. The unfamiliarity of the new

alternative learning delivery mode and the anxiety of the teachers that they may get COVID19 in an effort to distribute the modules to the learners in the community raised emotional exhaustion among them. To say the least, they also became the front lines of DepEd just so that education could continue albeit the threats to the country's health.

The state of emotional exhaustion, also referred to as “burnout”, is defined by mental, emotional, and physical tiredness as a result of ongoing or intense stress. People in this mood may have negative experiences and exhibit low levels of productivity at work (Davis, 2021).

Researches figured that teaching is one of the most stressful jobs in the world which caused many to shift their work and find jobs that are emotionally less draining (Maury-Mora, Gómez-Villarino, & Varela-Martínez, 2022.) It has been observed that emotional exhaustion has the most consistent correlations with outcomes of “burnout”. Emotional exhaustion stands out as the exhaustion factor that predicts in terms of explaining the greatest variance drops in productivity on the job. Although there are claims which correlates emotional exhaustion to job dissatisfaction, insufficient research has been able to triangulate teachers' exhaustion, work-life balance and teachers' actual performance. Further, occupational burnout among teachers is associated with their work demands which eventually resulted to emotional fatigue and low self-efficacy among public school teachers (Villarejo, Mamburao, & Lumapenet, 2022). This study fills the gap in the literature by examining the connection between teachers' burnout and teaching performance towards quality of work-life balance. Given the well-documented declines in teachers' job effectiveness, motivation, and self-efficacy associated with exhaustion (Kersten, van Woerkom, Kooij & Bauwens, 2022).

Cognizant to the prevailing issues mentioned above, the researchers believe that there should be an in-depth- study pertaining to teachers' emotional exhaustion and quality of work- life balance towards teaching performance. Thus, this study sought to answer if there is a correlation between teachers' burnout and teaching performance towards quality of work-life balance in the schools of Mlang North District, Cotabato Division for the school year 2022-2023.

2. METHODOLOGY

This research utilized descriptive-correlational research design in examining the association between teachers' burnout and their teaching performance towards the quality of their work-life balance in the schools of Mlang North District, Cotabato Division for the school year 2022-2023. Complete enumeration was used to identify the total number of respondents in this study. Specifically, a total of 130 teachers in M'lang, North District, Cotabato Division for the School Year 2022-2023 were serves as the respondents in the study. To conduct the study, the researcher obtained authorization from many agencies. After gaining consent from the Office of the Superintendent of Schools Division of North Cotabato and selected school principals in M'lang District. A limited number of questionnaire-checklists were provided for the respondents. This was administered to 130 teachers to determine the influence of burnout and teaching performance towards quality of work-life balance. The gathered data were analyzed using descriptive and inferential statistics.

3. RESULTS AND DISCUSSION

Teachers' Burnout

Table 1 presents the level of teachers' burnout in terms of motivation at work with a weighted mean of 1.799 described as not burnout; concern on task with weighted mean of 1.538 described as not burnout and hope and positivity with weighted mean of 1.596 described as not burnout. The grand mean weighted 1.644 described as not burnout which means that the level of teachers' burnout is at very low level.

Thomas-Alexander and Harper (2017) shared that when the teacher is willing to step aside and let the students take more of the lead, it increases the students' enthusiasm to learn and the positive emotions that go along with it.

Similarly, when the instructor is ready to step aside and let the students take more of the lead, it boosts the students' enthusiasm to learn and the positive emotions that go along with it.

Table 1 Level of teachers' burnout

Teachers' Burnout	Mean	Description
1.Motivation at Work	1.799	Not Burnout
2.Concern on Task	1.538	Not Burnout
3.Hope and Positivity	1.596	Not Burnout
Grand Mean	1.644	Not Burnout

Teaching Performance

Table 2 presents the level of teachers' teaching performance in terms of teaching learning with a weighted mean of 4.373 described as outstanding; pupil's outcome with weighted mean of 4.403 described as outstanding; community involvement weighted mean of 4.233 described as outstanding and professional growth and development with weighted mean of 3.500 described as very satisfactory. The grand mean weighted 4.127 described as very satisfactory which means that the level of teachers teaching performance is at moderately extensive.

Pamar (2016) stated that teachers excel in updating pupils' school records and conducting targeted remediation and enrichment programs as needed. Their dedication to tracking student progress allows for personalized support and intervention, ensuring that each student receives the necessary attention to thrive academically.

Based on the findings, it implies that the teachers manifested outstanding proficiency to facilitate meaningful collaboration and communication between school stakeholders, fostering a sense of partnership and shared responsibility for student success. Meanwhile, they demonstrated satisfactory proficiency in initiating projects, events, and activities with external funding or sponsorship within the target date, means that there is room for further enhancement in community involvement initiatives. Engaging external funding and sponsorship presents opportunities to enrich the educational experience and broaden the resources available to students.

Beedie (2020) explained that teachers excel in cultivating relationships with parents, administrators, and other stakeholders to create a cohesive and supportive educational community. Their ability to foster open dialogue and constructive partnerships ensures that all members are actively engaged in the academic journey of students.

Gursoy (2019) shared that teacher involvement and recognizes their efforts is crucial for promoting student success and well-being. By actively engaging in various aspects of students' growth and development beyond academics, teachers create meaningful connections and instill essential life skills.

Table 2 Level of teachers' performance

Teachers' Performance	Mean	Description
1.Teaching Learning	4.373	Outstanding
2.Pupil's Outcome	4.403	Outstanding
3.Community Involvement	4.233	Outstanding
4.Professional Growth and Development	3.500	Very Satisfactory
Grand Mean	4.127	Very Satisfactory

Teachers' Quality of Work Balance

The third research problem focused on determining the level of teachers' quality of work life balance in terms of job satisfaction, general well-being, working conditions, and homework interface.

Table 3 presents the level of teachers' quality of work-life balance in terms of job satisfaction with a weighted mean of 4.245 described as strongly agree; general well-being with weighted mean of 3.797 described as agree; working condition weighted mean of 4.392 described as strongly agree and homework interface with weighted mean of 3.392 described as agree. The grand mean weighted 3.956 described as agree which means that the level of teachers quality of work-life balance is at very high level.

Based on the findings, it implies that the teachers have achieved a healthy work-life balance. Their ability to find fulfillment in their professional roles while also nurturing personal relationships and interests outside of work indicates a well-rounded approach to life. Further, they have achieved a sense of alignment between their

professional aspirations and personal values. Their satisfaction with their work implies that they have found meaning, purpose, and fulfillment in their roles as teachers.

The finding is supported to the statement of Sabio and Manalo (2020) stated that the teachers express high levels of job satisfaction. Such job satisfaction is indicative of a supportive and conducive work environment, where teachers feel valued and empowered to make a positive impact in the lives of their students. He added that teachers derive fulfillment from their roles, finding meaning and purpose in shaping the educational journey of their students.

The findings imply that the teachers prioritize their health and well-being, demonstrating a proactive approach to maintaining physical and mental wellness. Their emphasis on health-conscious behaviors highlights the recognition that personal wellness is foundational to their effectiveness as educators in integrating self-care practices into professional routines.

The results agree with what Huitt (2019) said that teachers prioritize their health and well-being, showcasing a proactive approach towards maintaining both physical and mental wellness. Teachers are consciously investing time and effort into self-care practices that promote overall well-being. Their commitment to prioritizing health likely reflects an understanding of the demanding nature of their profession and the importance of maintaining a balanced lifestyle.

The findings also imply that fostering positive relationships and creating a supportive work environment are crucial elements for teacher satisfaction and well-being. These implications emphasize the importance of prioritizing interpersonal connections and cultivating a positive atmosphere within educational settings, which can ultimately enhance both teacher morale and pupil learning outcomes.

Landrum (2020) suggested that fostering positive relationships and creating a supportive work environment are fundamental elements for teacher satisfaction and well-being. It becomes apparent that the quality of relationships among colleagues and administrators significantly influences the overall job satisfaction and mental wellness of teachers. This emphasizes the importance of collaboration, respect, and empathy within the educational community. Teachers thrive in environments where they feel valued, supported, and respected by their peers and superiors.

The findings imply that providing students with ample time and freedom for completing homework assignments, coupled with extended deadlines to alleviate pressure, can foster a conducive learning environment. Meanwhile, the findings also imply a moderate inclination among teachers towards integrating technology into homework assignments, primarily to streamline administrative tasks and optimize time management. By utilizing user-friendly applications for homework and incorporating online platforms for assignment submissions, teachers aim to facilitate efficient communication and engagement while leveraging digital tools to allocate more time towards other instructional duties.

Lumetzberger (2021) explained that providing students with sufficient time and autonomy to complete homework assignments, along with extended deadlines to alleviate pressure, can contribute to a more conducive learning environment. It becomes evident that students benefit from having flexibility in managing their workload, allowing them to engage more deeply with the material and approach tasks with greater confidence.

Table 3 Level of teachers' quality of work-life balance

Quality of Work-life Balance	Mean	Description
1.Job Satisfaction	4.245	Strongly Agree
2.General Well-Being	3.797	Agree
3.Working Condition	4.392	Strongly Agree
4.Homework Interface	3.392	Agree
Grand Mean	3.956	Agree

Relationship Between Teachers' Burnout and Teaching Performance

Motivation at Work and Teaching Performance

Table 4 presents the relationship between the teachers' burnout and teaching performance. The correlation matrix shows that the teachers' burnout in terms of lack of motivation, which had highly significant with parameters measured in teaching performance like teaching learning ($r=0.276^{**}$ with p value of 0.001); pupils' outcomes ($r=0.287^{**}$ with p value of 0.001); and community involvement ($r=0.196^{**}$ with p value of 0.025). No correlation found on professional growth and development.

The result means that teachers' burnout like motivation at work is related to teaching performance on teaching learning, pupils' outcomes, and community involvement. The presented probability value which are less than the set 1% level of significance means that the stated hypothesis is rejected.

The results imply that teachers' low level of burnout experience had high level of teaching performance. When teachers less experience burnout and diminished motivation, the quality of instruction will not be affected, it will not hinder pupils' academic progress and increasing the school's relationship with its community. Thus, prioritizing teacher well-being and addressing factors contributing to burnout is not only crucial for individual educators but imperative for fostering a thriving learning environment and achieving broader educational objectives.

The findings conform to the statement of (Kersten, A., van Woerkom, M., Kooij, D. T., & Bauwens, R. (2022) stated the significant correlation between reduced levels of teacher motivation and enhanced teaching performance across various dimensions, including teaching and learning efficacy, pupils' outcomes, and community involvement. The higher levels of teacher motivation contribute positively to these key areas. When educators are driven and enthusiastic about their roles, they tend to create more engaging and effective learning environments, resulting in improved academic outcomes for students.

Concern on Task and Teaching Performance

On concern on task, the correlation matrix shows the teachers' burnout in terms of y , which concern on task had a significant relationship with parameters measured in teaching performance like teaching learning ($r=0.292^{**}$ with p value of 0.001); pupils' outcomes ($r=0.256^{**}$ with p value of 0.003). No correlation found on community involvement and professional growth and development.

The result means that teachers' burnout like concern on task is highly significant to teaching performance on teaching learning and pupils' outcomes. The presented probability value which are less than the set 1% level of significance means that the stated hypothesis is rejected.

The results means that teachers who have a low level of concern on task as a form of burnout increase the level of teachers' teaching performance when it comes to teaching learning and pupils' outcomes. This means that teachers who demonstrate a low level of apathy, which is a lack of interest, enthusiasm, or concern, as a form of burnout, tend to enhance the quality of their teaching performance. In other words, when teachers are less apathetic, they are more effective in facilitating student learning and improving students' outcomes. This implies that teachers who are more engaged, passionate, and motivated in their roles tend to have a positive impact on the learning experiences and achievements of their pupils.

The results agree with what Hannif (2021) showed a notable relationship between reduced levels of apathy among teachers and enhanced teaching performance, particularly concerning teaching and learning effectiveness and pupils' outcomes. Teachers who exhibit less apathy are more likely to engage actively with their students, foster dynamic learning environments, and demonstrate a genuine commitment to student success. Apathy among educators may hinder their ability to connect with students, diminish enthusiasm for teaching, and result in less effective instruction.

Hope and Positivity and Teaching Performance

On hope and positivity, the correlation matrix shows the teachers' burnout in terms of hope and positivity, which had a significant relationship with parameters measured in teaching performance like teaching learning ($r=0.261^{**}$ with p value of 0.003); pupils' outcomes ($r=0.236^{**}$ with p value of 0.007). No correlation found on community involvement and professional growth and development.

The result means that teachers' burnout like hope and positivity is highly significant to teaching performance on teaching learning and pupils' outcomes. The presented probability value which are less than the set 1% level of significance means that the stated hypothesis is rejected.

The results imply that teachers who have a low level of feeling of hopelessness as a form of burnout increase the level of teachers' teaching performance when it comes to teaching learning and pupils' outcomes. This means that teachers who experience a low level of feeling hopeless as a manifestation of burnout tend to enhance their teaching performance. When teachers feel less hopeless, they are more likely to be effective in facilitating

learning and improving outcomes for their students. Essentially, it implies that teachers who maintain a sense of hope and optimism regarding their ability to make a difference in their pupils' lives are better able to positively impact the learning experiences and achievements of their pupils.

Landrum (2020) shared a significant correlation between reduced feelings of hopelessness among teachers and improved teaching performance, particularly regarding teaching and learning effectiveness and pupils' outcomes. Teachers experiencing lesser feelings of hopelessness are more inclined to approach their roles with optimism, resilience, and a sense of purpose. This positive mindset enables them to create engaging and supportive learning environments, cultivate strong relationships with students, and adaptively respond to challenges.

Table 4. Correlation matrix showing the relationship between teachers' burnout and their teaching performance.

TEACHERS' BURNOUT		Teaching Learning	Pupils' Outcome	Community Involvement	Professional Growth and Development
Motivation at Work	Pearson r	0.276**	0.287**	0.196*	0.019 ^{ns}
	Probability	0.001	0.001	0.025	0.828
Concern on Task	Pearson r	0.292**	0.256**	-0.127 ^{ns}	-0.013 ^{ns}
	Probability	0.001	0.003	0.151	0.885
Hope and Positivity	Pearson r	0.261**	0.236**	-0.155 ^{ns}	-0.081 ^{ns}
	Probability	0.003	0.007	0.079	0.359

** = highly significant

* = significant

ns = not significant

Relationship Between Teachers' Quality of Work-Life Balance and Teaching Performance

Job satisfaction and Teaching Performance

Table 5 presents the relationship between the teachers' quality of work life balance and teaching performance. The correlation matrix shows that the job satisfaction is significant with all the parameters used to measure the teaching performance terms of teaching learning ($r=0.360^{**}$ with a p-value of 0.000); pupils outcome ($r=0.374$ with a p-value of 0.000); community involvement ($r=0.347$ with a p-value of 0.000); and professional growth and development ($r=0.549$ with a p-value of 0.000).

The result means that teachers' quality of work life balance like job satisfaction is highly significant to teaching performance. The presented probability values which are lesser than the set 1% level of significance means that the stated hypothesis is rejected.

The findings imply that teachers' quality of work-life balance correlates their teaching performance. It implies further that when teachers can effectively balance their professional responsibilities with personal life commitments, they are more likely to demonstrate greater effectiveness, enthusiasm, and resilience in their teaching roles. A positive work-life balance not only reduces the risk of burnout and chronic stress among teachers but also enhances their overall well-being and mental health, enabling them to approach their responsibilities with renewed energy and motivation. Furthermore, prioritizing work-life balance contributes to higher levels of job satisfaction and retention, ultimately fostering a supportive and sustainable educational environment where teachers can thrive professionally and personally.

Kartzell (2020) found a significant relationship between job satisfaction and teaching performance. Teachers who report higher levels of job satisfaction are more likely to demonstrate effectiveness in their roles, including engaging students, fostering positive learning environments, and achieving desirable academic outcomes. When educators feel fulfilled and content in their profession, they are motivated to invest their energy and creativity into teaching, resulting in enhanced student engagement and achievement.

General Well-Being and Teaching Performance

On general well-being, the correlation matrix shows the teachers' quality of work-life balance in terms of general well-being is significant with the parameters used to measure the teaching performance terms of teaching learning ($r=0.193^{**}$ with a p-value of 0.028); pupils outcome ($r=0.213^{**}$ with a p-value of 0.015); and professional growth and development ($r=0.551^{**}$ with a p-value of 0.000). No correlation found on community involvement.

The result means that teachers' quality of work life balance like general well-being is highly significant to teaching performance. The presented probability values which are lesser than the set 1% level of significance means that the stated hypothesis is rejected.

The results imply that when teachers can achieve a harmonious equilibrium between their professional obligations and personal lives, they are better poised to exhibit heightened teaching learning, pupils' outcomes, and professional growth and development in their teaching responsibilities.

The findings conform to what Donoghue, McGarrigle and Kenny (2019). stated that a significant relationship between general well-being and teaching performance. Educators who prioritize and maintain their overall well-being tend to exhibit greater effectiveness in the classroom. When teachers are physically, mentally, and emotionally healthy, they are better equipped to create supportive learning environments, engage students effectively, and adapt to the diverse needs of their learners.

Working Condition and Teaching Performance

Table 6 on working condition, the correlation matrix shows the teachers' quality of work-life balance in terms of working condition is significant with all the parameters used to measure the teaching performance terms of teaching learning ($r=0.344^*$ with a p-value of 0.000); pupils' outcome ($r=0.490$ with a p-value of 0.000; community involvement ($r=0.262^{**}$ with a p-value of 0.000); and professional growth and development ($r=0.363^{**}$ with a p-value of 0.003).

The result means that teachers' quality of work life balance like working condition is highly significant to teaching performance on teaching learning, pupils' outcomes, community involvement, and professional growth and development. The presented probability values which are lesser than the set 1% level of significance means that the stated hypothesis is rejected.

The findings imply that when teachers are able to achieve a positive balance between their professional duties and personal well-being, they are better positioned to foster effective teaching and learning experiences, facilitate improved outcomes for students, engage meaningfully with the community, and pursue continuous professional development. This means that a supportive work-life balance not only mitigates burnout and stress but also cultivates an environment where teachers can thrive, contributing to higher job satisfaction, enhanced retention rates, and the delivery of high-quality education.

Altmann, Langesee and Misterek (2021) shared that working conditions and teaching performance are correlated. The environment in which teachers work plays a critical role in shaping their ability to effectively engage students and facilitate learning. Positive working conditions, including manageable workloads, supportive leadership, adequate resources, and opportunities for professional growth, contribute to enhanced teaching performance.

Homework Interface and Teaching Performance

On homework interface, the correlation matrix shows the teachers' quality of work-life balance in terms of homework interface is significant with the parameters used to measure the teaching performance terms of pupils' outcome ($r=0.224^{**}$ with a p-value of 0.010; community involvement ($r=0.207^{**}$ with a p-value of 0.018); and professional growth and development ($r=0.293^{**}$ with a p-value of 0.001). No correlation found on teaching-learning.

The result means that teachers' quality of work life balance like homework interface is highly significant to teaching performance on pupils' outcomes, community involvement, and professional growth and development. The presented probability values which are lesser than the set 1% level of significance means that the stated hypothesis is rejected.

The findings imply that when teachers can establish a healthy equilibrium between their professional responsibilities and personal well-being, including their engagement with homework interfaces, they are better equipped to enhance students' outcomes, actively engage with the community, and pursue ongoing professional development.

The finding is concomitant to the findings of Nadler (2020) found a significant relationship between home interface and teaching performance. The interface between teachers' home lives and their professional roles can profoundly impact their effectiveness in the classroom. Factors such as family support, work-life balance, and

personal well-being influence teachers' ability to engage students, manage classroom dynamics, and effectively deliver instruction. When teachers experience positive interactions and support at home, they are better equipped to navigate the demands of their profession with resilience and enthusiasm.

Table 6. Correlation Matrix Showing the Relationship between teachers' quality of work life balance and their teaching performance

TEACHERS' QUALITY OF WORK LIFE BALANCE		Teaching Learning	Pupils' Outcome	Community Involvement	Professional Growth and Development
	Pearson r	0.360**	0.374**	0.347**	0.549**
Job Satisfaction	Probability	0.000	0.000	0.000	0.000
	N	130	130	130	130
	Pearson r	0.193*	0.213*	0.095 ^{ns}	0.551**
General Well Being	Probability	0.028	0.015	0.280	0.000
	N	130	130	130	130
	Pearson r	0.344**	0.490**	0.262**	0.363**
Working Condition	Probability	0.000	0.000	0.003	0.000
	N	130	130	130	130
	Pearson r	0.065 ^{ns}	0.224**	0.207*	0.293**
Homework Interface	Probability	0.465	0.010	0.018	0.001
	N	130	130	130	130

** = highly significant

* = significant

ns = not significant

4. CONCLUSIONS

The research concluded that teachers' well-being is crucial for effective teaching. Strategies that reduce teacher burnout and improve job satisfaction, general well-being, and work-life balance can lead to better teaching outcomes. This underscores the importance of supporting teachers not just in their professional roles but also in achieving a healthy balance between work and personal life.

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